

# 2022 Annual Report

## Marsden Road Public School



4278

# Introduction

The Annual Report for 2022 is provided to the community of Marsden Road 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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## Message from the principal

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It is a privilege to lead a school that is constantly making progress in all areas of student learning and wellbeing. It is therefore a pleasure to present Marsden Road Public School's 2022 Annual Report. Our school continues to better its NAPLAN results, with our Premier's Priority proficiency target improving to 31.64%. Our writing proficiency was above the state average, with year 3 achieving 7% above state and year 5 achieving 14% above state. Our NAPLAN year 5 numeracy proficiency matched state (29%), which was the highest result Marsden Road PS has ever achieved. I cannot be prouder of my teachers and students.

As the principal of Marsden Road Public School, I stand tall on our students' and teachers' achievements. Our exceptional teachers, many of whom are experts in their field, have made a significant impact on our students' learning outcomes. Our collective efficacy, coupled with our Civics & Citizenship program, has contributed to our excellent academic success.

We are a school that is growing in reputation as an outstanding school within and beyond the Liverpool Local Government Area. Our high expectations for students, teachers, and community members, along with our culture of engagement, structured teaching, and fair wellbeing and behaviour procedures, have created a safe and conducive learning environment for our students to thrive in. Our inclusive and diverse community also makes our school uniquely special. Our academic results along with our school's citizenship program have resulted in us being a focus of many educational research and study.

This report showcases our achievements over the past year while also highlighting areas for further development. I confirm that this report is the result of a rigorous school self-evaluation process and provides a balanced and genuine account of our school's accomplishments and growth areas.

Warm regards

Manisha Gazula

## School vision

We aim for Marsden Road Public School to be a school of excellence in teaching and learning. We aspire to give our students a life of choice, not chance.

## School context

Marsden Road Public School was established in 1962 and is built on the traditional lands of the Cabrogal of the Darug Nation. The school serves a diverse community, 90% of whom come from a language background other than English. The school is proud of its varied multicultural population, with 48 cultural backgrounds represented. Approximately 18% of our total student enrolment is made up of people who have been through the refugee or refugee like experience. Approximately 40% of students with English as an Additional Language and/or Dialect have been speaking English for fewer than 3 years. These students are supported by additional specialist staffing. 1% of the student population identify as Aboriginal and/or Torres Strait Islander. The school holds high expectations for all students.

Our teachers are outstanding practitioners who implement effective teaching and learning programs based on evidence-informed content and pedagogy. Explicit, systematic and sequential teaching of fundamental literacy and numeracy skills underpins all decisions made for our students. The school excels in collecting, analysing and applying student assessment data to drive the teaching and learning cycle. This allows for strategic differentiation at every level within the school.

The school takes pride in the Marsden Way - its Civics and Citizenship program that fosters moral and ethical values of respect, responsibility and resilience. Enrichment and extracurricular activities in the areas of creative arts, environmental education, sport, leadership and academics are provided for students throughout the year.

Our aim is for every student, every teacher and every leader, to continue to improve every year. This will be achieved through the implementation of strategic plans in the teaching of literacy and numeracy and targeted professional development for teachers.



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

## Strategic Direction 1: Student growth and attainment

### Purpose

With high expectations and evidence-informed programs, students will achieve deeper understanding, knowledge and skills in literacy and numeracy.

### 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.

- Quality Teaching
- Assessment and Data
- Response to Intervention

### Resources allocated to this strategic direction

**Professional learning:** \$52,817.00  
**Literacy and numeracy:** \$112,238.00  
**QTSS release:** \$132,329.00  
**:** \$0.00  
**Socio-economic background:** \$722,341.00  
**Integration funding support:** \$27,049.00  
**Low level adjustment for disability:** \$335,097.00  
**New Arrivals Program:** \$33,586.00  
**Refugee Student Support:** \$29,714.00  
**English language proficiency:** \$10,474.00

### Summary of progress

In 2022, our school continued its commitment to providing evidence-informed programs that support the academic success of our students. We remained focused on the explicit teaching of evidence-informed programs in all subject areas. Through this approach, we aim to ensure that our students receive instruction that is supported by the latest research and best practices. By doing so, we continue to equip our students with the knowledge and skills they need to succeed in their academic pursuits.

To further enhance our teaching practice, we place particular emphasis on professional learning focused on improving the teaching of morning routine, reading (fluency and comprehension), and mathematics. Our teachers engage in ongoing professional development to refine their skills in these areas. We also focus on consolidating our understanding of cognitive science to inform our teaching practice in reading. In doing so, we are better able to support our students in their learning and academic growth.

The hard work and dedication of our teachers have yielded impressive results. We are proud to report that all NAPLAN targets were met or exceeded. In particular, NAPLAN writing proficiency was above state average, with year 3 achieving 7% above state and year 5 achieving 14% above state. Our NAPLAN year 5 numeracy proficiency matched state (29%), which was the highest result Marsden Road PS has ever achieved. Finally, our MiniLit and MacqLit reading response to intervention was refined and expanded to include a reader tutor program (before school 1:1 reading with SLSOs and mentor students), demonstrating our commitment to ensuring that all students receive the individualized support they need to succeed.

### 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   |
|--|--|
| Improve achievement in:<br>Reading<br>• Proficiency from 22.45% to 29.8-34.8%<br>Writing | The progress towards achievement in both reading and writing is positive in 2022, as evidenced by the proficiency achievement. In reading, NAPLAN proficiency was 33.5%, while in writing, NAPLAN proficiency was 52.2%. Both goals outperformed the annual progress measures.<br><br>The fact that reading proficiency outperformed targets is a positive indicator |

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| <ul style="list-style-type: none"> <li>• Proficiency from 37.5% to 38.5%-43.5%</li> </ul>   | <p>of progress. The change in Year 3 reading proficiency from 2021 to 2022 (38% to 33%) suggests that more work may need to be done to improve this area. However, the progress in Year 5 reading proficiency from 2021 to 2022 (27% to 34%) is encouraging, as it suggests that students are on track to improving their reading skills. It is also worth noting that Year 5 reading proficiency achieved the highest percentage to date.</p> <p>In writing, more than half of all students achieved proficiency. The change in Year 3 proficiency from 67% to 62% is not a concern at this point as it is a small dip in performance. In comparison, Year 5 writing proficiency has risen from 27% to 41%. This is positive indication of progress, and suggests that students are developing their writing skills.</p>   |
| <p>Numeracy</p> <ul style="list-style-type: none"> <li>• Proficiency from 21.36% to 27.4%-32.4%</li> </ul>  | <p>The progress in Numeracy proficiency is a positive development, with the overall percentage increasing from 24% to 29.7%. Results also highlights the significant improvement in Numeracy proficiency for Year 3 and Year 5, which increased from 27% to 31% and from 21% to 29% respectively. These changes suggest that efforts to improve Numeracy skills are working, and that students are making progress towards developing the necessary Numeracy skills for future academic success.</p> <p>The significant improvement in Numeracy proficiency for Year 3 and Year 5 is particularly noteworthy. It suggests that the interventions and strategies, such as daily review, mental and explicit teaching, being used to improve Numeracy skills for these age groups are effective.</p>  |
| <p><b>NAPLAN</b></p> <p>Improve achievement in:</p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Expected growth from 55.06% to 56.64%-61.64%</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Expected growth from 62.2% to 62.2%-67.2%</li> </ul>  | <p>Growth not reported (NAPLAN was not completed in 2020)</p>   |
| <p>Numeracy</p> <ul style="list-style-type: none"> <li>• Expected growth from 62.86% to 63.67%-68.67%</li> </ul>  | <p>Growth not reported (NAPLAN was not completed in 2020)</p>   |
| <p>Improve achievement in:</p> <p>Phonics Screening Check</p> <ul style="list-style-type: none"> <li>• Kindergarten - 57% to 60%-63%</li> <li>• Year 1 - 60% to 63%-66%</li> <li>• Year 2 - 78% to 81%-84%</li> </ul> <p>PAT Reading stanine 6 or above</p> <ul style="list-style-type: none"> <li>• Years 2-6 - from 39% to 42%-45%</li> </ul> <p>Writing working within or above</p> <ul style="list-style-type: none"> <li>• Years K-2 - from 32% to 35%-38%</li> <li>• Years 3-6 - from 29% to 32%-35%</li> </ul> <p>PAT Mathematics stanine 6 or above</p> <ul style="list-style-type: none"> <li>• Years 2-6 - from 38% to 41%-44%</li> </ul> | <p>This year we changed the progress measure from the phonics screening check to DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as it allows for a more comprehensive assessment of a student's literacy skills. While the phonics screening check focuses specifically on phonics and decoding skills, DIBELS assesses broader aspects of literacy, including phonemic awareness, fluency, and comprehension. By using DIBELS, we can gain a more complete understanding of a student's reading strengths and weaknesses, which can inform instructional decisions and support targeted interventions.</p> <p>The progress towards achievement in DIBELS scores for Kindergarten, Year 1, and Year 2 students are a testament to the progress being made in literacy development. It is especially encouraging to see that Kindergarten students have improved their DIBELS scores from 57% to 65.5%, indicating that they are on track to develop strong literacy skills. Moreover, the impressive increase in Year 1 DIBELS scores, from 61% to 77.5%, is a clear indication that targeted interventions and instructional strategies are effectively supporting the development of critical early literacy skills. Although there was a decrease in Year 2 scores from 83% to 75.5%, this provides valuable insights into the need for continued support for literacy development as students progress through the early years of schooling.</p> <p>While the increase in Years 2-6 PAT-Reading stanine 6 and above achievement from 35% to 36% is a positive step forward, it falls short of the</p> |

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| <p>Improve achievement in:</p> <p>Phonics Screening Check</p> <ul style="list-style-type: none"> <li>• Kindergarten - 57% to 60%-63%</li> <li>• Year 1 - 60% to 63%-66%</li> <li>• Year 2 - 78% to 81%-84%</li> </ul> <p>PAT Reading stanine 6 or above</p> <ul style="list-style-type: none"> <li>• Years 2-6 - from 39% to 42%-45%</li> </ul> <p>Writing working within or above</p> <ul style="list-style-type: none"> <li>• Years K-2 - from 32% to 35%-38%</li> <li>• Years 3-6 - from 29% to 32%-35%</li> </ul> <p>PAT Mathematics stanine 6 or above</p> <ul style="list-style-type: none"> <li>• Years 2-6 - from 38% to 41%-44%</li> </ul> | <p>target of 42%-45%. Despite this, the progress made is still commendable, as it suggests that students are continuing to build their reading skills and develop proficiency in this critical area. The Year 4-6 proficiency rate of 41% is especially noteworthy, as it indicates that students are becoming increasingly able to read and comprehend more complex texts. This is a key factor in academic success, and it suggests that targeted interventions and ongoing efforts to support literacy development are having an impact. Moving forward, it will be important to continue to monitor and support the progress of all students, with a particular focus on ensuring that they have the tools and resources needed to succeed in their reading endeavours.</p> <p>In the latest NAPLAN-style writing assessments, our school has shown promising results. In Years K-2, although the writing proficiency achievement has decreased slightly from 45% to 42%, we are pleased to report that our students were able to achieve the targeted range of 35%-38%. Similarly, for Years 3-6, there has been a significant increase in writing proficiency achievement from 34% to 39%, which is an excellent outcome. This increase in writing proficiency has helped our students achieve the target of 32%-35%. These results demonstrate the hard work and dedication of our students, teachers, and support staff. The school will continue its effort to further increase the number of students achieving proficiency.</p> <p>While the percentage of students achieving a stanine of 6 or above decreased from 39% to 33%, we would like to highlight the impressive proficiency of our Year 4-6 students, with 38% achieving proficiency in mathematics. These results offer us an opportunity to build upon our strengths and address any areas where we can improve. We believe in our students' potential for excellence and are confident that with our current pedagogical approach, they will continue to make great strides in their mathematical knowledge and skills.</p> |
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## Strategic Direction 2: Excelling in Teaching and Learning

### Purpose

Empowering teachers to develop and implement high-impact teaching strategies, strengthen data analysis skills and build capacity to achieve high levels of accreditation.

### 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
- Effective Analysis of Data
- Highly Accomplished and Lead Teachers

### Resources allocated to this strategic direction

**Per capita:** \$20,000.00

**AP Curriculum & Instruction:** \$271,027.80

**Beginning teacher support:** \$65,465.00

### Summary of progress

The effective analysis of data is crucial for monitoring student progress and identifying areas for improvement at Marsden Road Public School. We continued to place a strong emphasis on analysing data, with a focus on the reading, writing and mathematics. In 2022, we introduced the DIBELS assessment to provide teachers with a suite of assessments that gives teachers specific data on every element of reading. By carefully examining the results of these assessments, we were able to identify students who needed additional support or intervention and adjusted our teaching strategies accordingly. This has allowed us to make targeted interventions that have resulted in significant improvements in student outcomes.

In addition to our focus on data analysis, our professional learning has been centred around the analysis of phonics and fluency data and the implementation of the new syllabus. As a result of implementing evidence-informed teaching practices since 2017, we recognised the implementation of the new syllabus would require small amounts of targeted professional to demonstrate to our teachers as they already possessed the knowledge, skills and strategies to implement the 2023 Syllabus documents.

One of the most exciting developments at our school has been the improved confidence of our teachers in implementing the Core Program to align with the NSW syllabus. We have seen a record high of 86% of teachers reporting effective implementation of the program, which is a testament to their hard work and dedication. This has allowed us to provide a more consistent and effective learning experience for our students, and we look forward to building on this success in the future.

Finally, we are proud to report that the percentage of teachers aligning their PDPs to the MRPS Teaching Excellence Framework has increased significantly, from 63% in 2021 to 84% in 2022. This shows that our teachers are committed to ongoing professional development and are working hard to ensure that their teaching practice is aligned with the latest research and best practices. We believe that this commitment to ongoing learning is essential for improving student outcomes and ensuring that our students receive the highest quality education possible.

### 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   |
|---|--|
| • Improve the percentage of teachers who have the knowledge and skills to synthesise and transfer syllabus documents content in all KLAs across K-6 to effectively implement the MRPS Core Program from 79% to 82%-85%. | The implementation of the MRPS Core Program across K-6 has shown a slight increase in the percentage of teachers who possess the necessary knowledge and skills to effectively synthesise and transfer syllabus content in all Key Learning Areas. Specifically, the percentage of teachers demonstrating confidence with this standard has risen from 84% to 86%, which is above the target range of 82%-85%. This is an encouraging sign for the program, as it indicates that the necessary training and support have |



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| <ul style="list-style-type: none"> <li>• Improve the percentage of teachers who have the knowledge and skills to synthesise and transfer syllabus documents content in all KLAs across K-6 to effectively implement the MRPS Core Program from 79% to 82%-85%.</li> </ul>                  | <p>been effective in equipping teachers with the competencies they need to successfully implement all KLAs.</p>   |
| <ul style="list-style-type: none"> <li>• Improve the percentage of teachers who are confident in using student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice from 83% to 86%-89%.</li> </ul> | <p>The 2022 survey results found that the percentage of teachers who are confident in using student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice increased slightly from 84% to 85%. While this represents a positive trend, it did not meet the target range of 86%-89%. Despite this, the fact that the majority of teachers are comfortable using assessment data is a positive sign that they are committed to providing the best possible education for their students. Continued professional development and support may be necessary to help teachers reach the target level of confidence in using assessment data.</p>   |
| <ul style="list-style-type: none"> <li>• 73% teachers align their PDP to the MRPS Teaching Excellence Framework.</li> </ul>  | <p>A review of 2022 teacher PDPs found there was a significant increase in the percentage of teachers who align their Personal Development Plans (PDP) with the MRPS Teaching Excellence Framework. The review shows that the percentage of teachers who aligned their PDPs with the framework increased from 63% to 84%, which is a substantial improvement. It is noteworthy that this increase is even more significant because it meets the progress measure of 73%. This suggests that the teachers are taking the Teaching Excellence Framework seriously and making an effort to improve their teaching practices to align with the framework. This is a positive development for the school, as it reflects a commitment to providing high-quality education to students.</p> |
| <ul style="list-style-type: none"> <li>• 5% of non-executive teachers working towards higher levels of accreditation.</li> </ul>   | <p>The NESA accreditation processes have recently undergone some changes, which have impacted the percentage of non-executive teachers working towards higher levels of accreditation. While the percentage has decreased from 5% to 0%, this presents an opportunity for the school to support its non-executive teachers in understanding the new accreditation process. In 2023, the school will look to provide more targeted and effective support to non-executive teachers looking to achieve higher levels of accreditation.</p>  |

## Strategic Direction 3: Educating Future Citizens

### Purpose

Build respect, responsibility and resilience in our students so they can be successful and productive global citizens.

### 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.

- The Marsden Way Citizenship Program
- High Potential and Gifted Education

### Resources allocated to this strategic direction

**Per capita:** \$26,000.00

**Socio-economic background:** \$65,529.00

**Aboriginal background:** \$6,471.00

### Summary of progress

At Marsden Road Public School, the professional learning focus for Educating Future Citizens has been on attendance and wellbeing. The Marsden Way is an initiative that helps the school community understand the importance of attendance, wellbeing and civics. It is about developing a strong sense of community, positive relationships and citizenship. The focus on attendance has been particularly important during the COVID-19 pandemic. Students were often required to isolate due to exposure to the virus and with borders reopening, we have also seen an increase in student leave as they travel overseas to visit extended families. The school has put measures in place to support students during these times, ensuring they do not fall behind in their studies.

Despite the challenges presented by the pandemic, Marsden Road Public School has seen an improvement in positive wellbeing. In 2020, the positive wellbeing of students was measured at 81.64%, which has improved to 84.66% in 2022. This is a significant achievement and highlights the school's commitment to creating a positive and supportive environment for students. The school has implemented various initiatives, including a wellbeing program that focuses on building students' social-emotional skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The program includes activities that help students develop empathy, gratitude, resilience and respect. These initiatives are a testament to the school's dedication to the development of future citizens.

Additionally, Marsden Road Public School has doubled the percentage of students receiving high potential and gifted education opportunities in spelling, mathematics, and science. In 2020, only 10% of Stage 3 students received these opportunities, but in 2022, this has increased to 20%. This is an outstanding achievement and reflects the school's dedication to providing a quality education that meets the needs of all students. The school has implemented various programs and initiatives to support high potential and gifted students, such as extension programs, competitions, and high school mentorship opportunities.

### 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   |
|---|--|
| • Increase the percentage of students attending school 90% of time or more from 77.59% to 80.7%-85.7% | Over the past year, there has been a significant change in the percentage of students attending school 90% of the time or more. In the previous year, 76.58% of students were meeting this standard, but this number has decreased to 53.36%, falling short of the target range of 80.7%-85.7%. While this decline is concerning, it is worth noting that the school still outperformed the state achievement of 49.3% and network achievement of 32.1%. This large variance underscores the impact of COVID on student learning and highlights the need for continued efforts to support student attendance and engagement in school. |
| • Increase the percentage of students with positive wellbeing from 86.6% to                           | This year we noticed a positive change in the percentage of students with positive wellbeing. The percentage increased from 81.64% to 84.66%.  |

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| 90.2%-95.2%  | While this is a step in the right direction, MRPS is still working towards the target of 90.2% to 95.2%. It is noteworthy that the advocacy at school achieved an impressive 88.69%, and the expectations for success achieved a remarkable 96.85%. These results highlight the importance of creating an environment that promotes advocacy and high expectations for students, which can have a positive impact on their overall wellbeing. The school will continue to work towards achieving its target and will continue to implement initiatives that promote student wellbeing.  |
| <ul style="list-style-type: none"> <li>• Increase the percentage of stage 3 students receiving high potential &amp; gifted education opportunities in spelling, mathematics and science from 11.3% to 12.6%-17.6%</li> </ul> | The percentage of Stage 3 students receiving high potential and gifted education opportunities in spelling, mathematics, and science has increased significantly in 2022. This achievement is particularly noteworthy as it follows a remarkable growth from 10% in 2020 to 13.73% in 2021, and now a further increase to 20% in 2022. We are pleased to have exceeded the target of 12.6%-17.6%, reflecting the school's commitment to identifying and nurturing our students' talents. The school's investment in training and development programs for our staff has provided them with the skills and knowledge to deliver the best possible education to our students. |



School Leaders 2022

| Funding sources                                   | Impact achieved this year   |
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| <p>Refugee Student Support</p> <p>\$29,714.00</p> | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><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>• Response to Intervention</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 additional staff for targeted student support</li> <li>• Intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The employment of additional staff for targeted student support and intensive English language and learning support has resulted in improved educational outcomes for students. Students who received this support showed significant growth in their English language proficiency and academic performance, as well as increased confidence in their ability to succeed in their mainstream classroom. The targeted support provided by the additional staff members (teacher and SLSOs) allowed for more personalised attention to each student's needs, resulting in more effective support and better outcomes.</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 employ additional staff for Refugee Student Support</li> <li>- Monitor the impact of additional staff for targeted student support and intensive English language and learning support</li> <li>- Make adjustments to support based on data to improve outcomes for students</li> <li>- Invest in development of staff members, through mentoring and ongoing professional development, to effectively support students</li> </ul> |
| <p>New Arrivals Program</p> <p>\$33,586.00</p>    | <p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Marsden Road 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>• Response to Intervention</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>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The provision of the New Arrivals Program (NAP) to provide intensive English language support has yielded significant positive results in supporting students' language development, enabling them to participate successfully in schooling. In 2022, the NAP involved a hybrid-model of whole class lessons 3-days per week and in-class individual support. Through the teacher's focused efforts, students have developed their Basic Interpersonal Communication Skills and shown improvement in reading, writing, listening, and speaking skills. The specialist teacher's targeted approach has proven effective in identifying and addressing individual students' language needs, providing tailored support that maximizes their learning potential. As a result, students have demonstrated increased confidence in their language abilities, which has translated into improved academic performance, increased engagement in classroom activities, and</p>  |

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| <p>New Arrivals Program</p> <p>\$33,586.00</p>        | <p>greater participation in group discussions.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue the employment of the specialist teacher to provide ongoing English language support to students.</li> <li>- Conduct regular assessments to track students' progress and adjust the teacher's approach as needed to ensure continued success.</li> <li>- Ensure collaboration between the specialist teacher and classroom teachers to ensure that the language support provided is integrated into the broader curriculum and aligned with students' academic goals.</li> </ul>   |
| <p>Integration funding support</p> <p>\$27,049.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Marsden Road 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>• Response to Intervention</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>• consultation with external providers for the implementation of specialist support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The implementation of additional staffing to assist students with additional learning needs, staffing release for individual case conferences, and the development of Personalised Learning and Plans (PLPs) have resulted in a significant improvement in the educational outcomes of students with diverse learning needs. Two students received support, one through an Itinerant Support Teacher Vision (ISTV) and one through a Student Learning Support Officer (SLSO). The increased staffing has allowed for a greater focus on individualised instruction, PLP goals and classroom support, resulting in improved engagement, motivation and achievement for both students. The consultation with external providers has enabled the implementation of evidence-based practices and interventions tailored to individual student needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Monitor and evaluate the effectiveness of the additional staffing and support initiatives through ongoing data collection and analysis.</li> <li>- Use the information gathered to refine and adjust the staffing and support models and identify areas for further improvement.</li> <li>- Consult with external providers to incorporate the latest research and evidence-based practices into the support strategies for students with diverse learning needs.</li> <li>- Collaborate with families, caregivers, and other stakeholders to ensure that the support provided is comprehensive and responsive to the unique needs of each student.</li> <li>- Provide regular communication and professional development opportunities for staff to ensure that they have the knowledge, skills, and resources necessary to achieve positive outcomes for students receiving Integration Funding Support.</li> </ul> |
| <p>Socio-economic background</p> <p>\$787,870.00</p>  | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Marsden Road 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>• Assessment and Data</li> <li>• The Marsden Way Citizenship Program</li> </ul>   |

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| <p>Socio-economic background</p> <p>\$787,870.00</p> | <ul style="list-style-type: none"> <li>• High Potential and Gifted Education</li> <li>• Response to Intervention</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support tier 2 and 3 program implementation.</li> <li>• professional development of staff through explicit teaching of literacy and numeracy to support student learning.</li> <li>• resourcing to increase equitability of resources and services.</li> <li>• employment of allied health providers to support students with additional learning needs.</li> <li>• employment of additional staff to support MiniLit and MacqLit program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The employment of additional staff to support the implementation of the tier 2 and 3 programs, along with professional development opportunities for existing staff to improve their literacy and numeracy teaching skills, was essential to ensuring that all students receive equitable access to quality education. The key aspects of the tier 2 and 3 interventions were: writing and reading boost (118 students), SRA Phonemic Awareness (54 students) and mathematics support (83 students). Teachers developed these programs using extensive assessment data from both standardised assessments and teacher observations. In addition, to increase equitability of resources and services, we provided all students with access to multiple online learning platforms (Reading Eggs, Get Reading Right Plus, Literacy Pro and Mathletics), covered the cost of all textbooks and day excursions, and fully funded extracurricular activities. For High Potential and Gifted students, 20% of stage 3 students engaged with extension learning opportunities in spelling mathematics and science. Finally, the employment of allied health providers (Occupational Therapist and Speech Therapist) to support students with additional learning needs, was crucial to providing early intervention for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Ongoing assessment and evaluation of the tier 2 and 3 intervention program's effectiveness through data collection.</li> <li>- Regular professional development opportunities for staff to enhance their teaching skills and stay up-to-date with the effective pedagogical practices.</li> <li>- Continue tier 2 &amp; 3 intervention in reading, writing and mathematics.</li> <li>- Continue to provide additional release from face-to-face teaching for planning, programming and resourcing.</li> <li>- Continue to provide professional learning on assessment and reporting.</li> <li>- Analyse use and effectiveness of online learning platforms.</li> </ul> |
| <p>Aboriginal background</p> <p>\$6,471.00</p>       | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Marsden Road 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>• High Potential and Gifted Education</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>• contract a local Aboriginal artist to run a workshop about Darug &amp; Cabrogal culture and paint a mural based on the shared knowledge.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Marsden Road PS released staff members from other duties to support the development and implementation of the PLPs. Additionally, the school</p>  |



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| <p>Aboriginal background</p> <p>\$6,471.00</p>          | <p>contracted a local Aboriginal artist to run a workshop about Darug &amp; Cabrogal culture, which was an opportunity for students to learn and engage with Aboriginal culture. As part of this initiative, the artist had also painted a mural based on the shared knowledge gained from the workshop, which had become a permanent fixture in the school, serving as a visual reminder of the importance of cultural diversity and inclusivity.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Evaluate the effectiveness of the PLP process and determine if additional resources or support are needed for continued success.</li> <li>- Gather feedback from teachers, students, and parents to identify areas of improvement and make necessary adjustments.</li> <li>- Explore other opportunities to incorporate Indigenous perspectives and knowledge into the curriculum and foster a culture of respect, understanding, and inclusivity within the school community by building on the momentum of this initiative.</li> <li>- Ensure ongoing communication with the local Aboriginal community, including the AECG, to strengthen relationships and ensure cultural sensitivity.</li> </ul>   |
| <p>English language proficiency</p> <p>\$700,000.00</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Marsden Road 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>• Response to Intervention</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The employment of additional staff to support targeted initiatives and provide additional EAL/D support as part of differentiation initiatives had a positive impact on student learning outcomes in reading (phonemic awareness, phonics, fluency, vocabulary and comprehension), writing (sentence structure, paragraphing and spelling) and mathematics (mental strategies and problem solving). By providing intensive support to students identified in the beginning and emerging phase, and by allocating additional teacher time to provide targeted support for EAL/D students and develop programs, Marsden Road enhance student confidence and achievement in speaking and listening, reading and writing. Withdrawal lessons for small group and individual support was particularly effective for students who required more individualised attention, helping them to build skills and confidence in a supportive and structured environment.</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 provide professional learning and additional release from face-to-face teaching for teachers to identify areas of need and prioritise resources accordingly.</li> <li>- Plan and implement curriculum and instruction support measures carefully, considering training and professional development for new and existing staff.</li> <li>- Monitor progress regularly to ensure that students are reaching achievement and attainment goals.</li> <li>- Complete ongoing evaluation and adaptation of the approach to ensure that it remains responsive to the changing needs of the student population.</li> </ul> |

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| <p>Low level adjustment for disability</p> <p>\$335,097.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Marsden Road 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>• Response to Intervention</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>• targeted students are provided with evidence-based reading interventions to increase learning outcomes.</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students.</li> <li>• employment of an Occupational Therapist to provide intervention programs that support student needs.</li> <li>• development of a needs-based learning and support program in which learning and support staff collaborated with classroom teachers to build capacity in meeting the literacy and numeracy needs of identified students.</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The implementation targeted support programs within the classroom have shown to have a significant positive impact on the learning outcomes of identified students. Through the employment of School Learning and Support Officers (SLSOs) and allied health professionals (Speech Pathologists and Occupational Therapists), students are provided with evidence-based interventions that target specific areas of need. SLSOs successfully implemented tier 2 and 3 reading support programs (SRA Phonological Awareness, spelling, MiniLit and MacqLit), and allied professionals provided targeted student support and teacher professional development. This approach has resulted in improved literacy skills, as well as increased phonological awareness, articulation, receptive and expressive language, and self-regulation.<br/>In addition, the needs-based learning and support program has facilitated collaboration between learning and support staff and classroom teachers, resulting in improved capacity to meet the literacy and numeracy needs of identified students. Finally, the engagement of specialist consultant has also played a crucial role in building the capability of classroom teachers to effectively support the literacy learning needs of students.</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 conduct regular assessments to identify areas of need and track progress over time</li> <li>- Provide ongoing professional development opportunities for learning and support staff and classroom teachers to further build capacity in meeting the needs of identified students.</li> <li>- Expand the number of staff trained in evidence-based interventions implemented at Marsden Road to ensure that individual needs are met.</li> <li>- Continue to build collaborative partnerships between learning and support staff and classroom teachers to ensure that all students have access to the support they need to succeed.</li> <li>- Increase the engagement of allied health professionals to meet the evolving range of student needs.</li> </ul> |
| <p>Professional learning</p> <p>\$52,817.00</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 Marsden Road Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>   |



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| <p>Professional learning</p> <p>\$52,817.00</p>  | <p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a consultant to unpack evidence-based approaches of explicit teaching and the application to teaching English.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Engaging a consultant to unpack evidence-based approaches of explicit teaching and their application to teaching English had a significant impact on both teachers and students. Explicit teaching has been shown to be an effective teaching method in improving student learning outcomes in speaking and listening, reading and writing. This was demonstrated by achieving or exceeding all NAPLAN targets. In particular, NAPLAN writing proficiency was above state average, with year 3 achieving 7% above state and year 5 achieving 14% above state. Our NAPLAN year 5 numeracy proficiency matched state (29%), which was the highest result Marsden Road PS has ever achieved. By working with a consultant, teachers have gained a deeper understanding of explicit teaching (especially Rosenshine's Principles of Instruction) and how to apply it to their English curriculum, resulting in more effective and purposeful instruction. This has led to improved teacher confidence implementing the curriculum and providing quality literacy teaching and learning.</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 collaborate with the consultant to develop professional learning for implementing explicit teaching in the English curriculum.</li> <li>- Provide professional development opportunities for teachers to learn about explicit teaching and how to effectively apply it to their instruction.</li> <li>- Collect and analyse data on student performance to evaluate the effectiveness of explicit teaching and make adjustments as needed.</li> </ul> |
| <p>Literacy and numeracy</p> <p>\$112,238.00</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Marsden Road Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching</li> <li>• Assessment and Data</li> <li>• Response to Intervention</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>• literacy and numeracy programs and resources, to support teaching, learning and assessment.</li> <li>• staff training and support in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Literacy and numeracy programs and resources play a crucial role in supporting teaching, learning, and assessment at Marsden Road. This year, the resources selected to enhance students' abilities in reading, writing, and numeracy include: decodable readers, Reading Eggs, Literacy Pro, Spelling Mastery, Think Mentals and PR1ME Mathematics. For teachers, they were provided with the following tools to effectively deliver and assess these subjects: decodable readers, DIBELS, Literacy Pro, Progressive Achievement Tests (Reading and Mathematics), Think Mentals and PR1ME Mathematics. Schools also provide staff training and support to ensure teachers are equipped with the necessary skills to deliver these programs effectively. To successfully implement these programs and resources, teachers were provided with professional development that focused on the explicit teaching of literacy and numeracy skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- evaluate the effectiveness of existing programs and resources to identify areas for improvement and to ensure they align with the school's goals and</li> </ul>     |

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| <p>Literacy and numeracy</p> <p>\$112,238.00</p> | <p>priorities.</p> <ul style="list-style-type: none"> <li>- continue to invest in professional development opportunities for teachers to enhance their skills and knowledge in literacy and numeracy instruction and assessment.</li> <li>- continuously monitor and assess student progress in literacy and numeracy to ensure programs and resources are effective and that students are achieving their goals.</li> </ul>   |
| <p>QTSS release</p> <p>\$132,329.00</p>          | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Marsden Road 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>• Quality Teaching</li> <li>• Assessment and Data</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>• targeted professional learning to improve literacy and numeracy.</li> <li>• additional release to engage in peer observations and sharing of expertise.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Teachers engaged in peer observations and sharing of expertise in the morning routine, reading, writing and mathematics, which provided valuable opportunities for professional development and growth. Additionally, targeted professional learning opportunities were provided for teachers in order to improve their skills and knowledge in the areas of literacy and numeracy. This included coaching with the literacy consultant and mentorship from the Assistant Principals Curriculum and Instruction. Finally, assistant principals were provided with additional release time to support teachers to implement classroom programs, which helped improve the quality of instruction and overall student achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- monitor the implementation of peer observations and sharing of expertise, and provide support to teachers where necessary to ensure its effectiveness.</li> <li>- evaluate the impact of the targeted professional learning opportunities on teacher skills and knowledge in the areas of literacy and numeracy, and make necessary adjustments to improve their effectiveness.</li> <li>- identify any gaps in the current measures being implemented and develop new strategies to address these gaps.</li> </ul> |
| <p>COVID ILSP</p> <p>\$293,172.00</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 School Learning Support Officers (SLSOs) to deliver small group tuition.</li> <li>• providing targeted, explicit instruction for student groups in reading (MiniLit &amp; MacqLit).</li> <li>• providing professional learning for SLSOs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The employment of Student Learning Support Officers (SLSOs) to deliver</p>   |

COVID ILSP  
\$293,172.00

small group tuition has enabled targeted, explicit instruction for student groups in reading. There were 79 students who received MiniLit intervention and 112 students who received MacqLit intervention. SLSOs are trained in MiniLit and/or MacqLit to work with students who are struggling with reading, and they provide support and guidance to help them improve their literacy skills. In addition to working with students directly, SLSOs also received professional learning to enhance their knowledge and skills, which ensured that they were up-to-date with the latest teaching methods and could provide the best possible support to students.

- After evaluation, the next steps to support our students will be:**
- conduct ongoing assessments to evaluate the effectiveness of SLSO-led small group tuition and identify areas for improvement.
  - provide additional training and resources to SLSOs to ensure they have the necessary skills and knowledge to support students with diverse learning needs.
  - increase the number of SLSOs to ensure that all students who need support receive it in a timely manner.
  - collaborate with classroom teachers to ensure that SLSO support is integrated with the wider school curriculum and teaching practices.



Student Representative Council 2022

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2019       | 2020 | 2021 | 2022 |
| Boys     | 367        | 347  | 375  | 370  |
| Girls    | 354        | 351  | 359  | 351  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 92.5 | 92.5 | 92.7 | 88.4 |
| 1         | 93.2 | 92.1 | 92.4 | 86.8 |
| 2         | 93.4 | 92.7 | 94.3 | 88.2 |
| 3         | 93.1 | 90.1 | 94.2 | 87.7 |
| 4         | 93.9 | 92.8 | 94.2 | 88.1 |
| 5         | 92.7 | 91.7 | 92.1 | 89.7 |
| 6         | 94.2 | 91.4 | 92.4 | 86.6 |
| All Years | 93.2 | 91.9 | 93.2 | 87.9 |
| 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.



Harmony Day 2022

## Workforce information

### Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Deputy Principal(s)                     | 2     |
| Assistant Principal(s)                  | 5.8   |
| Classroom Teacher(s)                    | 26.67 |
| Learning and Support Teacher(s)         | 1.9   |
| Teacher Librarian                       | 1.2   |
| Teacher ESL                             | 6     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 4.47  |

\*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

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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

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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.



SRC Return and Earn Recycling Initiative 2022

## 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>                | 1,993,724               |
| <b>Revenue</b>                        | 8,599,608               |
| Appropriation                         | 8,408,648               |
| Sale of Goods and Services            | 25,262                  |
| Grants and contributions              | 148,547                 |
| Investment income                     | 15,913                  |
| Other revenue                         | 1,238                   |
| <b>Expenses</b>                       | -8,134,761              |
| Employee related                      | -7,220,732              |
| Operating expenses                    | -914,029                |
| <b>Surplus / deficit for the year</b> | 464,847                 |
| <b>Closing Balance</b>                | 2,458,571               |

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>   | 47,068                            |
| <b>Equity Total</b>     | 1,829,766                         |
| Equity - Aboriginal     | 6,741                             |
| Equity - Socio-economic | 787,927                           |
| Equity - Language       | 700,000                           |
| Equity - Disability     | 335,098                           |
| <b>Base Total</b>       | 5,184,123                         |
| Base - Per Capita       | 185,467                           |
| Base - Location         | 0                                 |
| Base - Other            | 4,998,656                         |
| <b>Other Total</b>      | 771,831                           |
| <b>Grand Total</b>      | 7,832,789                         |

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.

We are proud to report that all NAPLAN targets were met or exceeded in 2022. In particular, NAPLAN writing proficiency was above state average, with year 3 achieving 7% above state and year 5 achieving 14% above state. Our NAPLAN year 5 numeracy proficiency matched state (29%), which was the highest result Marsden Road PS has ever achieved.

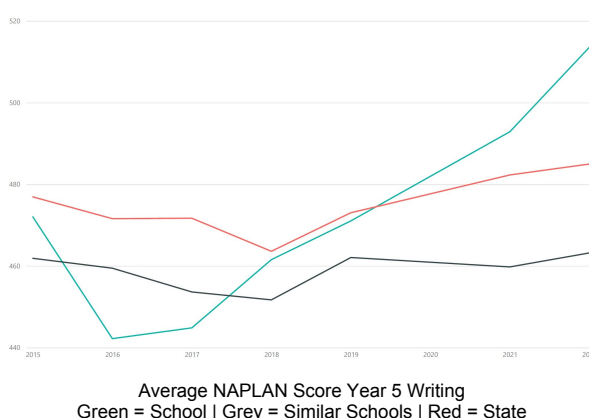
The progress towards achievement in both reading and writing is positive in 2022, as evidenced by the proficiency achievement. In reading, NAPLAN proficiency was 33.5%, while in writing, NAPLAN proficiency was 52.2%. Both goals outperformed the annual progress measures.

Although the reading proficiency level is still relatively low, the fact that it outperformed targets is a positive indicator of progress. The change in Year 3 reading proficiency from 2021 to 2022 (38% to 33%) suggests that more work may need to be done to improve this area. However, the progress in Year 5 reading proficiency from 2021 to 2022 (27% to 34%) is encouraging, as it suggests that students are on track to improving their reading skills. It is also worth noting that Year 5 reading proficiency achieved the highest percentage to date.

In writing, more than half of all students achieved proficiency. The change in Year 3 proficiency from 67% to 62% indicates that the curriculum and teaching methods are meeting expectations but tier 2 support may need to be re-evaluated to better meet student needs. However, the increase in Year 5 writing proficiency from 27% to 41% is a positive indication of progress, as it suggests that students are developing their writing skills.

There has been an overall improvement in the Language Conventions proficiency, which has increased from 42% to 44%. Despite a slight decrease in Year 3 spelling from 57% to 55%, there has been a significant improvement in Year 5 spelling, which has increased from 36% to 49%. Additionally, there has been a notable increase in Year 5 grammar and punctuation, which has improved from 30% to 37%. Although there has been a decrease in Year 3 grammar and punctuation from 46% to 36%, there is still room for improvement, and efforts are already planned to address this area in 2023.

The progress in Numeracy proficiency is a positive development, with the overall percentage increasing from 24% to 29.7%. Results also highlights the significant improvement in Numeracy proficiency for Year 3 and Year 5, which increased from 27% to 31% and from 21% to 29% respectively. These changes suggest that efforts to improve Numeracy skills are working, and that students are making progress towards developing the necessary Numeracy skills for future academic success.



## Parent/caregiver, student, teacher satisfaction

Each year our school surveys the students, community and staff using Tell Them from Me. The results and findings from these surveys are listed below.

### Our student feedback included:

- 90% of our students displayed positive behaviour at school.
- 86% of our students showed increased effort while at school.
- 83% of our students had positive relationships with friends
- 90% of our students believed school was useful in everyday life
- Over 90% of our students felt school pride
- Students report teacher use of explicit teaching practices and feedback above NSW Govt Norms

### Our staff feedback included:

- The leadership team have taken time to observe teaching and give effective feedback which was well received by all staff
- Staff share lesson ideas and plans and discuss learning with other teachers
- Staff demonstrated they are clear on what is expected and give feedback to students to improve learning
- Staff set challenging and visible goals

### Our staff consistency ranked our school higher than the rest of NSW schools across:

- **Leadership** (7.5 rating compared to the state average of 7.1) through leaders helping to improve my teaching, school leaders taking the time to observe my teaching and leaders helped teachers establish challenging and visible learning goals for students.
- **Collaboration** (7.8 rating compared to the state average of 7.8) through teachers working together in developing common learning opportunities, discussing strategies that increase student engagement and through talking through learning goals with other staff members.
- **Data informs practice** (7.9 rating compared to the state average of 7.8) through using results from formal assessments to inform lesson planning, extensively use data in classrooms and giving students feedback on how to improve their performance.
- **Teaching Strategies** (8.2 rating compared to the state average of 7.9) through students being clear about what is expected of them, linking new concepts to previously mastered skills and knowledge and help set challenging goals.

### Our community and parents feedback included:

- Parents liked that written information was clear and in plain language and they felt welcome at our school.
- Parents liked that staff informed them of concerns around behaviour and were well informed of student progress via school reports.
- Parents like that their child/children were always encouraged to their best work and that teachers had high expectations at all times.
- School rules and behaviour expectations were clear, and teachers maintained excellent classroom behaviour.
- Parents felt their children were safe at school and that teachers helped students who needed extra support.

### Our parents consistently scored our school higher than the rest of the NSW schools across:

- Feeling welcome at school (7.7 rating compared to the state average of 7.4)
- Parents are well informed (7.2 rating compared to the state average 6.6)
- The school supports student learning and positive behaviour (7.7 rating compared to the state average of 7.5)
- Our school is safe and inclusive (7.7 rating compared to the state average of 6.9)

# 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.

