

2022 Annual Report

Marayong South Public School



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Introduction

The Annual Report for 2022 is provided to the community of Marayong South 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.

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School vision

Our school encompasses a learning community that strives for high expectations and excellence in student achievement, wellbeing and engagement. We are a team of highly professional teachers and leaders whose commitment, dedication and passion contribute to an inclusive, positive and productive school environment for our students. Marayong South Public School is a proud establishment of our community where forming strong partnerships with parents and caregivers to successfully support our students' educational journeys is a key priority. We work with our educational networks, and colleagues across settings, to consistently deliver the best possible educational outcomes for our students. Our school provides opportunity and success for our students, by knowing and valuing each of them as exceptional individuals. We feel privileged to be able to support their dreams and goals.

School context

Marayong South Public School opened in 1962. 2022 sees an enrolment of approximately 325 students, from a variety of cultural backgrounds, including 8% Aboriginal and Torres Strait Islander students. We are located within the Quakers Hill School Network and we are well supported by our local school community. Our P&C is active and involved in school activities, as well as ongoing consultation, to ensure the strength of our school plan. Our staff are diverse in background, experience and expertise and include members of Aboriginal and Torres Strait Islander background, who support our Aboriginal Education initiatives.

Our educational programs support a diverse range of learning needs across the school. Our situational analysis demonstrates that our SEL (Social-Emotional Learning) programs, which include Second Step, PBL (Positive Behaviour for Learning) and the Peer Support Program, are having a positive impact on students' feeling a strong sense of belonging at our school. These continue to form a key part of our four year plan. From the data analysed, we are focused on ensuring we work with our community to improve the number of students attending school at least 90% of the time, ensuring all students are engaged in innovative, interesting learning in an inclusive environment.

Our situational analysis demonstrates that our staff maintain a continued commitment to the focus areas of High Expectations and Effective Feedback being embedded in the collaborative, differentiated programs taught across all stage groups. We continue to cater to the needs of all students, including those who require extension through gifted and talented opportunities. Our situational analysis indicates that both numeracy and reading remain a targeted focus, particularly in aiming for more students achieving within the top two bands in NAPLAN and exceeding their expected growth as indicated in NAPLAN. Our school plan will ensure that staff consistently participate in high impact professional learning. This will aim to achieve excellence in accurately tracking progress to continually modify teaching practices and programs, effectively improving outcomes and results for our students.

At Marayong South we are creating and leading a culture of continuous improvement to contribute to every student, every teacher, every leader and every school improving every year.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student growth and attainment, we will strengthen feedback and assessment to deliver high quality, differentiated and inclusive teaching and learning programs with technology integration that effectively support student progress 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.

- Strengthening Feedback and Assessment
- Enhancing Quality Literacy and Numeracy Delivery

Resources allocated to this strategic direction

Professional learning: \$8,800.00

Per capita: \$22,921.81

Refugee Student Support: \$1,297.72

Socio-economic background: \$76,272.67

Low level adjustment for disability: \$181,489.55

English language proficiency: \$54,480.45

Aboriginal background: \$10,896.26

AP Curriculum & Instruction: \$75,285.50

Summary of progress

- **Strengthening Feedback and Assessment**

As a continued school-wide initiative, the executive team, with the addition of the APCI, teaching staff and the Learning and Support team have been heavily invested in capitalising on the vital role that feedback and assessment play in the academic progression of our students. The continual growth, reflection and refinement of our evaluative and assessment practices, built into our school-wide teaching culture, is at the core of our professional development and learning experiences. An integrated understanding of HIPL experiences and the HPGE framework have underpinned professional development and teaching practices among staff. To ensure our commitment to student growth and attainment, collegial support, through various modes of professional educational delivery, has formed the foundation of our upward trends with positive educational outcomes for our students.

In ensuring our school is working towards growing and excelling in assessment & student engagement, funding was allocated to two main resource streams. Tailored professional learning delivered by the APCI, refinement of summative assessments through student cohort trials, individual student goal setting and the integration of student voice were areas to be celebrated by our school as internal data results indicate an upward trend of academic growth in both Literacy and Numeracy. Through the analysis of student data (internal, NAPLAN and Check-in), support was proportionally allocated which manifested in a stronger focus on the delivery of Literacy sessions, the development of collaboratively designed Maths Investigative Units and the consistent teaching of NAD, TEN and our newly created PAD into every K-6 classroom on a daily basis to improve student retention. This progress towards our continual commitment to excelling within the standard has allowed a deeper appreciation for school based formative and summative assessment and monitoring measures.

- **Enhancing Quality Literacy and Numeracy Delivery**

2021 NAPLAN data of students accessing the top two bands in NAPLAN Reading sat firmly at 37%. Our 2022 data sat firmly at 36%, the second highest achievement in our school's history. It is also worth noting that Scout data shows that 11% of our students accessed Band 7 as compared to 9% accessing it in 2021, a celebrated achievement. A strong focus on learning walks, Literacy session delivery and modelling for the delivery of Literacy sessions in classrooms has enabled this continued achievement. Future achievement measures include the continual refinement of reading practices built into teaching pedagogy that continue to focus on strengthening reading comprehension.

2022 data saw an upward trend from the 2021 data, sitting at 18.18% of our students in the top two bands in Numeracy. The 2022 target was set at 28.1% of our students in the top two bands, and we celebrate our achievement of 27% which demonstrates considerable growth. Prior to Covid-19, our actual targets were on a significant upward trend from 2018 to 2019 and a downward trajectory in 2021 post-covid-19. As a school we have ensured that effective TEN, NAD, PAD, Maths Investigative Units are embedded into daily classroom practice and we will continue to review these refined strategies to ensure student growth and attainment of students accessing the top two bands in Numeracy. In addition to

this, our review of the HPGE policy has also shone light upon student potential and how best to support this growth through tailored program design and delivery.

NAPLAN data for student expected and actual growth in 2022 for Reading is unavailable in Scout as the NAPLAN 2020 test was not run. Student growth data requires the matching of student NAPLAN data across consecutive assessments so growth can be measured. It is worth noting that our 2019 expected growth actual data was on an upward trend, sitting above the state at 67.74%, the highest ever recorded in our school's data history, prior to the impact on student results during 2020 and 2021 due to covid-19. In light of this, our 2022 school internal data in Reading and the Check-in assessment Data in Reading shows an upward trend of growth with no student regressions. Students who showed a flagged below-average level of growth were discussed with the stage AP and APCI for targeted strategies to be implemented. 2022 has ensured a strong focus on reading fluency and comprehension embedded into reading groups through HIPL experiences, demonstration lessons and data evaluation to ensure a data-driven approach to program design and development. We will continue to evaluate, analyse and refine our school's ability to ensure students achieve expected growth in Reading.

Reading Comprehension was of strong focus in Semester 1 across K-6. As a school, comprehension was consistently embedded into English units and reading group rotations to assist with the development of student comprehension skills. Semester 2 internal data saw an upward trend of students across K-6 increasing in their benchmarked reading level. In Reading Comprehension, a trial of internal assessments was conducted with half of the school population in order to revise our whole-school assessments. The data from the trials was analysed by staff to see if the assessments require further revision to ensure that students perform at the expected outcome as reflected in the trial data. These assessments were refined to ensure this correlation and internal data shows an upward trend in K-6 reading comprehension data. Students who showed a flagged below-average level of growth were discussed with the stage AP and APCI for targeted strategies to be implemented. Year 4 Term 4 check-in data showed students performing at above SSSG (50%), sitting at 51.6%. Year 5 Term 4 check in data showed students performing at above State (51.2%) and SSSG (49.3%) schools in Reading, sitting firmly at 51%. As a school, the continual refinement of content delivery in reading comprehension is a next step in 2023.

Having identified a specified downfall in the delivery of mathematics in 2021, through the input of student voice, mathematics delivery was redesigned to embed various working mathematical skills whilst embedding sub-strands and allowing transfer of skills and knowledge across KLAs. Semester 1 saw a sharp increase in student engagement in mathematics based on teacher and student feedback. This engagement lead to an increase in students achieving expected growth in number, as indicated by our school based assessments. Kindergarten whole-school assessments were revised and trialled with Kindergarten students to ensure that achievement correlated with expected outcome. Our Kindergarten internal Numeracy results have shown an upward trend, demonstrating evidence of uninterrupted learning coupled with quality teaching and learning, a notion in which we celebrate as a school. In 2023, our whole-school mathematics diagnostic tests will continue to be trialled and revised to ensure that internal school data reflects expected outcomes in Numeracy for our students to ensure accuracy.

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
A minimum of 38.5% of students in the top 2 bands of NAPLAN Reading.	<ul style="list-style-type: none"> 36% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
A minimum of 28.1% of students will be in the top 2 bands of NAPLAN Numeracy.	<ul style="list-style-type: none"> 27% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
By 2022, 57% of students will be obtaining expected growth in Reading.	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
By 2022, 58% of students will be obtaining expected growth in Numeracy.	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Increase in the number of students achieving expected growth in the area of reading comprehension, as indicated by school based assessments.	<ul style="list-style-type: none"> Semester 2 internal data saw an upward trend of students across K-6 increasing in their benchmarked reading level. In Reading Comprehension, a trial of internal assessments was conducted with half of the school population in order to revise our whole-school assessments. Year 4 Term 4 check-in data showed students performing at above SSSG (50%), sitting at

<p>Increase in the number of students achieving expected growth in the area of reading comprehension, as indicated by school based assessments.</p>	<p>51.6%. Year 5 Term 4 check in data showed students performing at above State (51.2%) and SSSG (49.3%) schools in Reading, sitting firmly at 51%.</p>
<p>Increase in the number of students achieving expected growth in the area of number, as indicated by school based assessments.</p>	<ul style="list-style-type: none"> • Semester 1 saw a sharp increase in student engagement in mathematics based on teacher and student feedback. Internal Numeracy results have shown an upward trend.
<p>School self assessment of the element of 'Assessment' - Summative Assessment and Student Engagement indicate improvement from sustaining and growing to excelling.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing element of Assessment.

Purpose

In order to improve student engagement and wellbeing, we will connect with our school community to promote the value of excellent attendance and we will implement effective, evidence-based social and emotional programs to continue to build our inclusive, trauma informed school culture.

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.

- Encouraging Excellence in Attendance and Engagement
- A Relentless Focus on Student Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$18,198.39

English language proficiency: \$10,006.57

Per capita: \$64,000.00

Socio-economic background: \$9,581.40

Low level adjustment for disability: \$6,466.65

Summary of progress

- **Encouraging Excellence in Attendance and Engagement**

A targeted and strengthened school-wide focus on student attendance, engagement and well being has been central to the various initiatives which funding has been directed towards in 2022. Funding streams included professional learning, a new digital platform to assist in the identification and analysis of student well being data and a dedicated AP for attendance and well being. The provision of attendance and well being data has enabled our teachers to target individual students with access to specific programs such as Rock and Water all whilst ensuring the consistent teaching of our K-6 SEL program, 2nd Step. Overarching school-wide attendance initiatives have ensured that our students are understanding the importance of school attendance.

Scout attendance data shows a downward trend of students attending school in 2022 than in 2021 with the actual percentage rate sitting at 83.9%. We have also seen that the percentage of students attending school 90% of the time or more sits at 35.9% with 99.4% of the attendance data being completed. This sharp decline is due to the fact that we have moved our digital platform from Sentral over to Compass whereby some data has been unable to be transferred on behalf of Compass. A number of initiatives were put in place across both semesters, including attendance awards, the attendance draw and attendance prizes coupled with a close monitoring of attendance data with consistent phone calls home and liaising with our HSLO.

- **A Relentless Focus on Student Wellbeing**

TTFM data has shown a plateau in the actual reported percentage sitting at 69% with the 2021 data sitting at 71%. The TTFM report provided results based on data from 123 students in our school who completed the survey between 04 May 2022 and 09 May 2022. It was also worth noting the other domains. Student's expectations for success remained at a high 98%. Student advocacy at our school jumped to 96% from last year's 89%. Students with a positive growth orientation (students set challenging goals for themselves in their schoolwork and aim to do their best.) sits at 80%, which is just above the NSW government norm. As an executive team we have discussed how to promote an increased sense of positive wellbeing among our students and school community to ensure an upward trajectory for 2023.

The 2022 actual student percentages of students indicating a score of 3 or more in the areas of positive emotion, positive relationships, engagement and self esteem in Forge wellbeing surveys. 84% of students indicated a score of 3 or more in the area of positive emotion. 88% of students indicated a score of 3 or more in the area of positive relationships. 54% of students indicated a score of 3 or more in the area of engagement. 78% of student indicated a score of 3 or more in the area of self esteem. Our overall Forge well being data demonstrates that we sit exactly at 76.1% our expected target across the 4 areas. Effective implementation of our SEL program, second Step, and various well being initiatives have assisted in the attainment of this upwards trajectory, coupled with the close monitoring of behavioural data on Sentral and Compass and consistent follow-ups with targeted students.

Our Second Step program was continued in 2022 with a more intensive focus on delivery and a re-vamp of the program itself. Evidence of progress has been demonstrated through student and teacher feedback. Feedback received has been positive as this has been also led by our AP for wellbeing and attendance as well as our stage APs. The development of

formative Second Step assessments will assist the school in obtaining more accurate student growth in SEL, although some aspects of SEL cross over into the data obtained from our Forge well being student surveys. A checklist and/or summative assessment will be created through collegial discussions to obtain data for the progress of students' Learning Ready skill and Social and Emotional Skills.

The school has worked collaboratively through community partnerships to promote student wellbeing and we believe we are excelling in this area. Trauma informed practice is an area of continued collegial discussions and professional learning experiences that promote a better understand of students in our school community who have a background in trauma. As a whole staff, this professional understanding coupled with research-based practise has enabled staff to better cater for identified students as we work closely with families; promoting student wellbeing. Future areas of development will be to ensure a wellbeing assessment or survey that can measure the impact of our second step program on student wellbeing in a quantifiable manner as well as our strengthening our ability to apply trauma informed practice.

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
A minimum of 78% of students attend school more than 90% of the time.	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more is 34%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
A minimum 88.8% of students report a sense of positive wellbeing as reported in TTFM surveys.	<ul style="list-style-type: none"> TTFM data has shown a plateau in the actual reported percentage sitting at 79% with the 2021 data sitting at 71%.
By 2021, a minimum of 76% of students indicate a score of 3 or more in areas of positive emotion, positive relationships, engagement and self esteem in Forge student wellbeing surveys.	<ul style="list-style-type: none"> 84% of students indicated a score of 3 or more in the area of positive emotion. 88% of students indicated a score of 3 or more in the area of positive relationships. 54% of students indicated a score of 3 or more in the area of engagement. 78% of student indicated a score of 3 or more in the area of self esteem. Overall, the Forge wellbeing data is 76.1%.
Evidence from the Second Step program indicates progress of students' Learning Ready skills and Social and Emotional skills.	<ul style="list-style-type: none"> The Second Step program was continued in 2022 with a more intensive focus on delivery and a re-vamp of the program itself. Evidence of progress has been demonstrated through student and teacher feedback.
School meets excelling in area of Behaviour in Learning Domain: Wellbeing.	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the area of Behaviour in the Learning domain: Wellbeing.

Strategic Direction 3: Excellence in Teaching and Leadership

Purpose

In order to enhance leadership and teaching practices, we will embed high impact professional learning, collegial collaboration and networking opportunities whilst building a diversified instructional leadership model to support staff in the delivery of rich, authentic teaching and learning 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.

- Enhancing data literacy within an inquiry culture
- Creating a strong start supported by diversified leadership

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$75,285.50

QTSS release: \$66,654.18

School support allocation (principal support): \$20,197.78

Professional learning: \$15,136.10

Summary of progress

- **Enhancing data literacy within an inquiry culture**

As a cohesive staff and school, we have maintained a strengthened ability to refine and reflect on our practice to ensure the promotion of curiosity through inquiry and instructional leadership that is effective and has a strong impact on teaching practice. Funding has been allocated to three income streams, with the provision of the newly appointed APCI position that was filled permanently in term 2. The provision of a role that can primarily focus on Literacy and Numeracy within the school has been welcomed as this enabled the APCI to take on the responsibility of data analysis as well as set up strong foundations for data literacy amongst staff from HIPL experiences. In line with this, instructional leadership is continuously strengthened due to a strong focus on professional learning for leaders with the embedding of the What Works Best framework.

High Impact Professional learning experiences was structured and delivered to all staff by the APCI. This enabled professional learning to be tied very closely with data analysis, learning walks, observations and student voice and was in response to any needs that arose at the time. With respect to student learning goals and reflection and refinement of practice in literacy, teaching programs were evaluated and amended to ensure heightened student engagement, understanding of learning pathways, effective feedback and the provision of exemplars to promote a culture of high expectations. Semester 2 internal data suggests an upward trajectory of student growth in literacy, specifically in Writing, Reading Comprehension and benchmarked reading levels.

Learning walks were conducted this year for two main purposes. The first purpose being for the professional development and evaluation of all staff in literacy and numeracy in being able to implement new ideas and learnings and, the second being for supervisory purposes by the K-2 AP and the 3-6 AP. Learning walks initiated by the APCI allowed teachers to observe each other in teaching literacy sessions, numeracy sessions, TEN, NAD and PAD to allow for refinement of classroom practice. Learning walks conducted by APs focused on classroom environment, knowledge of syllabus content, classroom management through PBL practice and feedback through the application of the Learning Walks checklist that was created in 2021. Following the learning walks, APs debriefed on observation feedback and offered avenues for future growth. The use of the Learning Walks checklists has positively impacted on classroom practice through refinement and this is reflected in an upward trajectory in the expected growth of our students as suggested in our school's internal data.

- **Creating a strong start supported by diversified leadership**

Staff are consistently striving to achieve their best in areas that they believe they have strengths. Through the PDP process, there are some strengths that staff wish to pursue as goals and there are some areas of need to which staff will pursue as professional learning. Our teaching staff have all of their their PDP goals closely aligned to the proficiency standards in the Australian Teacher Standards and also share 1 out of the three goals with their stage team.

Understanding around staff PDP goals over the years has been dynamic, however the executive have worked diligently this year to strengthen an understanding that closely aligns with the proficiency standards all whilst ensuring a positive impact of outcome on our school. All executive members have PDP goals that are in line with the Executive criteria and are consistently working towards their achievement.

2022 saw the ability to return to a sense of normality with our school community whereby community involvement at various events and assemblies could re-commence. Through P&C meetings and community events, we obtained positive feedback on how we are engaging with our community. Internal staff surveys have depicted a positive view of the school's instructional leadership capacity with areas that were identified for improvement. These areas were discussed and refined in order to demonstrate to staff that instructional leadership is there to ultimately build the capacity of staff and assist and support students. As an executive team, we consistently review our approach to school-wide planning to ensure that instructional leadership capacity is effective and targeted to specific areas of both staff and school needs.

Collaborative practice is a notion that we believe we are excelling in as a school as we have worked diligently to promote a culture of working together in partnerships to attain improved outcomes. Through collaborations with staff in stages, we were able to create maths investigative units whereby all staff contributed to and understood purpose clearly. Feedback is consistently given to staff as they engage in the improvement and learning cycle as our focus has been on the quality of teaching and our ability to enhance the quality of teaching to improve student learning outcomes. This is evident in the upwards trend of our internal data and is a notion worth celebrating. Collaborating practice and feedback will be continued to be strengthened in 2023.

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
Teaching programs in literacy have evidence of implementation of professional learning via modifications that impact on student results.	<ul style="list-style-type: none"> Teaching programs were evaluated and amended to ensure heightened student engagement, understanding of learning pathways, effective feedback and the provision of exemplars to promote a culture of high expectations. Semester 2 internal data suggests an upward trajectory of student growth in literacy, specifically in Writing, Reading Comprehension and benchmarked reading levels.
Learning Walk check lists indicate a consistent improvement in practice in classrooms which is supported by student data.	<ul style="list-style-type: none"> The use of the Learning Walks checklists has positively impacted on classroom practice through refinement and this is reflected in an upward trajectory in the expected growth of our students as suggested in our school's internal data.
A minimum 80% of teachers achieve PDP goals as linked to proficiency standards in the Australian Teacher Standards, with the leadership team achieving PDP goals in line with Executive criteria.	<ul style="list-style-type: none"> All executive members have PDP goals that are in line with the Executive criteria and are consistently working towards their achievement. All staff have worked towards the achievement of their PDP goals with 90% of staff reporting they have achieved or are working towards achieving their PDP goals.
School self assessment of 'community engagement' and 'instructional leadership' in educational leadership is working towards excelling.	<ul style="list-style-type: none"> Through P&C meetings, community surveys and community events, we obtained positive feedback on how we are engaging with our community. Internal staff surveys have depicted a positive view of the school's instructional leadership capacity with areas that were identified for improvement.
School self assessment of 'collaborative practice and feedback' in Learning and Development is working towards excelling.	<ul style="list-style-type: none"> Through collaborations with staff in stages, we were able to create mathematics investigative units whereby all staff contributed to and understood purpose clearly. This is evident in the upwards trend of our internal data and is a notion worth celebrating as we work towards excelling.

Funding sources	Impact achieved this year
Refugee Student Support \$1,297.72	<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>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"> • Enhancing Quality Literacy and Numeracy Delivery <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: refugee students benefited from a targeted orientation, ongoing assistance with vocabulary development and small group support tailored to their needs.</p> <p>After evaluation, the next steps to support our students will be: continued support within the classroom with additional professional learning for staff to develop their knowledge of EAL/D progressions.</p>
Socio-economic background \$85,854.07	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Marayong South 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"> • Enhancing Quality Literacy and Numeracy Delivery • A Relentless Focus on Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through APCI intervention to support student learning with a targeted focus on Reading • professional development of staff through Second Step Program and implementation of this program to support student wellbeing and engagement • employment of additional staff to support Learning Support program implementation such as MiniLit and welfare programs such as Rock and Water • resourcing to increase equitability of resources and services • 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: - internal data demonstrated growth in Reading across all grades. This was indicated in bench marking tests and reading comprehension tests delivered internally, as well as in Check In Assessments where students performed close to, or above, State and the similar schools group. 36% of students achieved top two bands for NAPLAN Reading. 27% achieved top two bands in Numeracy. Student wellbeing results remained high at 88%.</p> <p>After evaluation, the next steps to support our students will be: - to continue to professionally develop current staff, and induct new staff, to ensure consistent delivery of the Second Step program and its' trauma informed whole school approach. - to focus on vocabulary development as this is seen as an area of opportunity for our students in current Literacy and Numeracy data.</p>
Aboriginal background \$29,094.65	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Marayong South Public School. Funds under this equity loading have been targeted to ensure that the performance</p>

<p>Aboriginal background</p> <p>\$29,094.65</p>	<p>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"> • Enhancing Quality Literacy and Numeracy Delivery • Encouraging Excellence in Attendance and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • staffing release to support Aboriginal Cultural experiences for Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <p>- average attendance rate of our Aboriginal students was high, sitting at 80%. Aboriginal students reported feeling proud of culture and connected to country at school.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>- to build further connections for Aboriginal students at school and involve our non-indigenous students in learning about country and culture.</p>
<p>English language proficiency</p> <p>\$64,487.02</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Marayong South 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"> • Enhancing Quality Literacy and Numeracy Delivery • Encouraging Excellence in Attendance and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives and release time to support transition including playgroup to engage families of EAL/D background • professional development of staff through APCI intervention to support student learning with a targeted focus on Reading • employment of specialist additional staff (SLSO) to support EAL/D students <p>The allocation of this funding has resulted in the following impact:</p> <p>- Check-In assessments on average EAL/D students in Years 3, 4 and 5 achieved comparably to school, state and SSSG cohorts except in Year 5 Numeracy, Year 4 Numeracy and Year 4 Reading where, on average, EAL/D students performed above school, state and SSSG cohorts.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>- continued targeted support in Reading and Numeracy, developing vocabulary to assist EAL/D students to interpret and respond.</p>
<p>Low level adjustment for disability</p> <p>\$187,956.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Marayong South 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>

<p>Low level adjustment for disability</p> <p>\$187,956.20</p>	<ul style="list-style-type: none"> • Enhancing Quality Literacy and Numeracy Delivery • A Relentless Focus on Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention (such as MultiLit, MiniLit, Rock and Water, Second Step) to increase learning outcomes and welfare outcomes. • professional development of staff to differentiate and meet needs of students with disability through APCI and Learning Support Team intervention <p>The allocation of this funding has resulted in the following impact:</p> <p>- small intervention programs have resulted in steady academic growth as indicated in internal assessment data. Overall attendance rate is 86%, above state and comparable with Network attendance rates. Students with disability have benefited from targeted lessons in Literacy, Numeracy and explicit teaching of skills for learning.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>- continued implementation of intensive support programs led by the Learning Support Team, including our SLSOs.</p>
<p>Professional learning</p> <p>\$23,936.10</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 Marayong South 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"> • Strengthening Feedback and Assessment • Enhancing data literacy within an inquiry culture • Creating a strong start supported by diversified leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • utilising internal and external expertise to deliver professional learning with a focus on reading comprehension • release time for teachers and executive staff to attend professional learning to enhance data literacy and evaluative thinking skills through the LEED program • release time for teachers to engage in classroom observations and learning walks to share and enhance effective practice <p>The allocation of this funding has resulted in the following impact:</p> <p>- analysis of Performance Development Plans indicate that teachers achieved professional growth. Teachers demonstrate increasing expertise in analysing student data. Internal data demonstrates an upward trajectory of student growth in key areas of professional development focus, such as reading comprehension.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>- to continue to embed Learning Walk practices to improve teacher practice across the school. Engage with experts internally and externally to continue to lift student results in Literacy and Numeracy.</p>
<p>QTSS release</p> <p>\$66,654.18</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Marayong South 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"> • Enhancing data literacy within an inquiry culture

<p>QTSS release</p> <p>\$66,654.18</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of learning walks to strengthen quality teaching practices • acting deputy position created to support delivery of quality teaching across the school <p>The allocation of this funding has resulted in the following impact:</p> <p>- staff report increased confidence in delivering quality programs as a result of in-class support and learning walks. Internal data and Check In assessments indicate student growth and targets were met in Top 2 Bands in Reading and Numeracy.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>- continued focus on quality teaching support to impact student growth across all measures. This is to be achieved through the implementation of learning walks and in-class support from Assistant Principals, Acting Deputy Principal, APCI and teacher mentors.</p>
<p>COVID ILSP</p> <p>\$126,344.00</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 and SLSOs to deliver small group tuition • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <p>-internal data and Check In assessments indicated that most students in small group tuition demonstrated growth in both Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>- develop additional staff to be able to maintain COVID ILSP delivery in times of staff absence to ensure more continuity for the students involved in this program. Create a narrow and deep focus for each group based on data.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	185	188	181	175
Girls	156	153	163	141

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.4	87.7	91.0	80.8
1	91.4	88.8	91.0	81.9
2	92.9	88.8	91.1	83.2
3	90.6	87.6	93.5	82.6
4	92.9	87.1	92.0	83.1
5	94.0	87.5	91.5	82.3
6	93.5	89.8	93.5	83.1
All Years	92.5	88.1	91.9	82.4
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)	3
Classroom Teacher(s)	12.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	87,117
Revenue	3,520,002
Appropriation	3,423,900
Grants and contributions	94,056
Investment income	1,645
Other revenue	400
Expenses	-3,467,261
Employee related	-3,072,794
Operating expenses	-394,467
Surplus / deficit for the year	52,741
Closing Balance	139,857

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	1,298
Equity Total	367,392
Equity - Aboriginal	29,095
Equity - Socio-economic	85,854
Equity - Language	64,487
Equity - Disability	187,956
Base Total	2,436,879
Base - Per Capita	86,922
Base - Location	0
Base - Other	2,349,957
Other Total	323,423
Grand Total	3,128,992

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

Student 'Tell Them From Me' results indicated that 71% of students have a positive sense of belonging at the school, in line with similar schools and above state averages. Results in advocacy at school, positive learning climate and expectations for success were above NSW Government norms. Comments from students interviewed about their school experience included 'I like and appreciate all and every single teacher in the school because of the time they put in to teach us,' 'we all are respectful to each other, the kids, and we help each other out and especially the older kids help the little ones,' 'teachers have done amazing things to help us at our school' and 'Ever since I came to MSPS in 2018 all the teachers have shown continued kindness towards me.' Student consultation groups have suggested the school should continue the extra curricula groups, provide more sports equipment and improve our school signage. These are suggestions the school will aim to achieve in 2023.

In a parent survey conducted at the end of 2022, 98% of respondents indicated that they agreed or strongly agreed that teachers at the school care for their child and that their child receives a quality education. 96% said they would recommend the school to other parents and that they were happy as a parent of the school. Parents comments included 'this is a great school,' 'my child is very happy here,' 'the staff all know the children really well' and 'all the staff are good with the kids.' A few respondents suggested that the school begin to have more school events in 2023. This is an area the school has planned to improve upon. One respondent commented that the inconsistency of staff had been unsettling but that this was understandable given the situation with COVID. The school is aiming to continue to engage parents, including the re-introduction of volunteer programs in 2023, and working to achieve strong continuity of learning for students even in times of staffing disruptions.

Staff feedback indicated that 95% of staff indicated that they agreed or strongly agreed that they were happy working at the school and felt well supported, with 95% of teaching staff indicating that they felt confident in delivering quality education. Staff comments included 'it is a positive, happy place to work,' 'we make a great team' and 'I know I can find help when I need it- we all work together like that.' Suggestions from staff included more time for teachers to observe each other's practice and streamlining communications. The school has plans to strengthen these areas in response to this feedback.

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.