

2022 Annual Report

Merrylands East Public School



5126

Introduction

The Annual Report for 2022 is provided to the community of Merrylands East 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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Message from the principal

The 2022 school year brought many complexities that challenged our resilience to traumatic events.

The year commenced with the knowledge that a student in our school had a serious life threatening cancer that would eventually take her life later in the year. As a school it was important to provide support for all our students through Camp Quality and by working closely with the nurse educator at Westmead Children's Hospital. In addition, the school experienced a large influx of refugees from Afghanistan with limited English to navigate the complexities of the health system and other agencies. The school staff worked relentlessly to ensure that areas of health, housing and food security were met while teachers commenced the process of teaching English to students with very minimal levels from Kindergarten to Year 6. Many of our new arrivals required a transition program into school and external counselling support due to the disruption that they had encountered in schooling through political issues.

Throughout our school year, the staff and I continued our learning about our families and their needs through close case management and strong partnerships with inter-agencies, allied health and charitable organisations like Goods 360. They say that it takes a village to raise a child and that was very evident in 2022.

While it was difficult to see our NAPLAN results drop significantly, our level of care and humanity towards our families increased when we put in place support measures.

I wish to thank all our staff, parents and school partners for their ongoing support of our school.

John Goh

Principal



Channel 7 interviewing students about flexible school hours.

School vision

Merrylands East is an innovative school where our vision is to "create the future" in a safe and supportive environment, where every student is challenged and engaged in learning within a culture of high expectation. Our school aims for students to aspire and strive towards the highest possible learning in all areas of the curriculum and civic responsibility.

Through personalised learning, we develop the knowledge and skills necessary to be self-regulated and collaborative problem solvers in a local and global society.

The core values of fairness, participation, excellence, honesty, respect, care and responsibility underpin the vision for all.

School context

Merrylands East Public School is situated on traditional Aboriginal Dharruk land in South Western Sydney. The school has a fluctuating student enrolment of 326 in 2022. This has varied by 20% in the past four years. The school trend of students with an EAL/D background remains around 91% with a large increase of students with refugee background from Afghanistan since November 2021 with high complex needs: health, housing and food security. Seventeen percent of students have either a Social / Emotional / Cognitive / Physical or Intellectual Disability.

The student population is drawn from over 40 socio-cultural backgrounds predominately from Islander, African, Middle Eastern and Asian communities. The vast majority of students commence learning English for the first time when entering school at varying school years. English as an Additional Language or Dialect programs and a strong Learning Support Team are complemented with strong partnerships with inter-agencies and allied health to provide additional assistance for students to access our school's curriculum.

Celebration of cultural diversity, inclusion and student achievements are recognised through the Student Wellbeing programs. Leadership skills and showing the highest public education values are fundamental to these programs. The school focuses on Literacy and Numeracy across the curriculum, and the development of general capabilities in preparing students for the future. Technology is utilised wherever possible to support students' learning. Extra-curricular opportunities in sport, and the creative and performing arts support students' learning.

From our situational analysis and consultation with key stakeholders, our school has identified student attainment, assessment and data, and student engagement as focus areas. Each of these three areas are interdependent of each other and builds upon the previous work of our school to improve student outcomes.

Student Attainment

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school has developed processes to review and implement its curriculum provision for students and will move forward with monitoring processes as part of this plan. There will be a focus on ensuring teaching and learning programs are evidence based, explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority.

Student outcomes are monitored closely with additional resources provided to students requiring additional support.

Assessment and Data

Based on the outcome of our Situational Analysis, we have determined that we need to continue to develop our formative and summative assessment practices, along with the implementation of Personalised Learning Plans (PLPs) to promote learning and wellbeing growth as well as self-directed learning.

The triangulation of school assessment / work samples need to be more closely aligned to external data, such as NAPLAN and the Check in Assessment. Our internal reading and numeracy work samples / assessments are being aligned within the grades with consistency in analysing and making judgement about assessment data. Running records, reading observations, work samples and PLAN 2 data for teaching and learning are areas that need to be closer aligned to external data. Data driven practices with differentiated evidence based practices will support students with additional needs and those identified as high potential and gifted students. Learning outcomes will be tracked and monitored closely with additional resources provided to students requiring support.

Student Engagement

From the School Excellence Framework, our school will be enhancing our student wellbeing policy and strategies as part of improvement towards student engagement. Our student attendance over the past three years has been steady around the Auburn Network average. Current attendance strategies will be enhanced to follow up students with unexplained absences or unsatisfactory attendance rates.



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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in Reading and Numeracy and to build a foundation of academic success for the curriculum areas, all staff plan and program differentiated teaching, use evidence based practices, and are responsive to the learning needs of students.

Initiatives

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

- Highly Effective Evidence Based Teaching
- High Impact Professional Learning

Resources allocated to this strategic direction

Socio-economic background: \$237,254.15

AP Curriculum & Instruction: \$180,685.20

English language proficiency: \$229,842.00

Literacy and numeracy: \$63,318.01

Low level adjustment for disability: \$91,936.80

Per capita: \$55,373.51

Professional learning: \$25,203.49

Summary of progress

Did our school achieve our targets with the initiatives and activities?

The school is making progress towards the targets in the top two bands in NAPLAN Reading and Numeracy but a significant increase in new arrival from Afghanistan since November 2021 with limited English along with high complex needs have reduced the percentages in the top two bands.

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
To increase the number of Year 3 and 5 students achieving in the top 2 bands of Reading in NAPLAN with an uplift of 6.5% from baseline. (Lower bound target)	• 21% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
To increase the number of Year 3 and 5 students achieving in the top 2 bands of Numeracy in NAPLAN with an uplift of 5.5% from baseline. (Lower bound target)	• 14% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
School determined growth targets based on Understanding Texts in Plan 2 and the check in Assessment with 71.7% achieving expected growth.	• Check in Assessment indicate on average 47.9% of students in Year 5 achieved Stage 3 outcomes in Understanding Texts. towards the lower bound target.
School determined growth targets based on Quantifying Number in Plan 2 and the Check in Assessment with 76.2% achieving expected growth.	• Check in Assessment indicate on average 37% of students in Year 5 achieved Stage 3 outcomes in Quantifying Number towards the lower bound target.



Strategic Direction 2: Assessment and data

Purpose

In order to maximise student learning outcomes for every student, all staff will use assessment and data to track and understand the learning needs of students to inform their teaching practice. Students will self reflect on their own learning through the Learning Intention and Success Criteria and make judgement with teachers as to their future directions in learning.

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.

- Assessment with Impact
- Data skills and Use

Resources allocated to this strategic direction

QTSS release: \$65,504.97

Summary of progress

Did we achieve our school based targets?

The school is working towards their target The Assistant Principals are providing ongoing professional learning to orientated new staff while supporting existing staff members.

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
100% staff are sustaining and growing in using formative assessment flexibly and responsively as an integral part of daily classroom instruction as indicated in the SEF descriptor and What Works Best (CESE).	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Assessment.
100% staff have a sustaining and growing understanding of student assessment and data concepts as indicated in the SEF descriptor and What Works Best (CESE). (school determined uplift from baseline)	• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Data Skills and Use.
100% of classroom programs use an growing repertoire of formative assessments practices to inform students' future directions in learning as indicated in the SEF descriptor and What Works Best (CESE). (school determined uplift from baseline)	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Assessment.

Strategic Direction 3: Student engagement

Purpose

In order to maximise student learning outcomes for every student, all staff will engage students to access the curriculum via daily attendance at school and high expectations of behaviour.

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.

- High Expectations of Behaviour
- Attendance

Resources allocated to this strategic direction

Integration funding support: \$98,494.00

English language proficiency: \$47,089.25

Low level adjustment for disability: \$39,049.25

Refugee Student Support: \$6,416.50

Per capita: \$22,008.00

Aboriginal background: \$3,799.48

Summary of progress

The school attendance was 86.55% and above the Auburn Network average for primary schools.. The school is using Sentral for attendance data gathering and monitoring. Unexplained absences are followed up by school staff.

In 2022, the school delayed the revision of the behaviour plan while the NSW Department of Education introduced the Inclusive, Engaging and Respectful Schools policy.

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
To increase positive behaviour by 5% and decrease negative behaviour by 5%. from the baseline. (School determined uplift from baseline)	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Student Wellbeing. The school is working towards the target. Staff professional learning led to the adoption of additional behaviour strategies to support students experiencing trauma.
To increase the number of students with attendance rate of 90% or more with an uplift from the baseline by 4.4%. (Lower bound target)	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Learning Culture. The school is working towards their target of increasing the number of students with attendance of 90% or more from 48.5% .
To increase school overall attendance (full days) from the baseline with an uplift of 1.8% (School determined uplift from baseline)	The school is working towards the target. All grades attendance were above 86% in 2022 with the exception of Kindergarten.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$98,494.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Merrylands East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations of Behaviour <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students accessing the curriculum in the mainstream at their level and in consultation with parents during review meetings. Student needs are met through their Personalised Learning and Plan and the time to review learning goals each term.</p> <p>After evaluation, the next steps to support our students will be: Additional time set a side for classroom teachers, LaST and SLSO to review and update the students' PLPs. Continued engagement of SLSOs to support students with complex needs.</p>
<p>Refugee Student Support</p> <p>\$6,416.50</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>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"> • High Expectations of Behaviour <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • strengthening orientation and transition program for identified students • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Improved transition of students from a refugee background into our school culture, and to support learning goals through the provision of additional English language classes. A bilingual SLSO supported students in their learning and provided individual learning and social / emotional support.</p> <p>After evaluation, the next steps to support our students will be: Continue the employment of additional EAL/D teachers and the bilingual SLSO.</p>
<p>Socio-economic background</p> <p>\$237,254.15</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Merrylands East 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"> • Highly Effective Evidence Based Teaching • High Impact Professional Learning

<p>Socio-economic background</p> <p>\$237,254.15</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of above establishment Deputy Principal to support literacy program implementation • employment of external providers to support students with additional learning needs • 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: The Deputy Principal mentored the two APC&I's which built capacity and provided their ability to lead professional learning and feedback discussions with teachers, programming and lesson planning development and the use of data to inform teaching and learning.</p> <p>Teachers planned units of work including high quality literature to support student learning in English.</p> <p>Provision of resources and additional programs (eg Gymnastics) for students to access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage our external consultant in 2023 to provide school leaders and teachers with professional development support focusing on explicit teaching, effective curriculum implementation and data to inform programs. Procure a school bus to support student learning by accessing community resources.</p>
<p>Aboriginal background</p> <p>\$3,799.48</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Merrylands East Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: Improved systems to monitor attendance and follow up with parents. to enable students to access school curriculum. Increased understanding of Aboriginal history and culture across the school by the provision of planning time to write units of work to ensure learning is reflective of students' needs.</p> <p>After evaluation, the next steps to support our students will be: All staff undertaking the NSW Department of Education professional learning in Aboriginal Education. Provision of additional time for teachers to write units of work that incorporate Aboriginal history and culture. Strengthen communication for parents about the importance of attendance and also address beliefs and values in regard to attendance.</p>
<p>English language proficiency</p> <p>\$276,931.25</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Merrylands East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$276,931.25</p>	<p>including:</p> <ul style="list-style-type: none"> • Highly Effective Evidence Based Teaching • High Expectations of Behaviour <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • employment of additional bilingual staff to support communication • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Students receiving specialised support in the acquisition of English through both targeted small group intervention and whole class instruction. Greater collaboration between classroom teachers and specialist EAL/D teachers to effectively cater for student need.</p> <p>Whole school planning and organisation structured to meet the needs of EAL/D students</p> <p>After evaluation, the next steps to support our students will be: Engage all teachers in targeted professional learning to better meet the learning needs of EAL/D students in their class. Provide professional learning in EAL/D to increase teacher knowledge and skills when working with the EAL/D progressions when planning, programming and reflecting on student achievement.</p>
<p>Low level adjustment for disability</p> <p>\$130,986.05</p>	<p>Low level adjustment for disability equity loading provides support for students at Merrylands East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Evidence Based Teaching • High Expectations of Behaviour <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of SLSOs to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact: Teachers differentiated and made adjustment to learning programs to meet the needs of students.</p> <p>After evaluation, the next steps to support our students will be: Providing teachers with additional time to work alongside Learning and Support Teachers to collaboratively plan PLPs, Behaviour Management Plans and team teach. Providing professional learning in trauma informed practices.</p>
<p>QTSS release</p> <p>\$65,504.97</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Merrylands East 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"> • Assessment with Impact <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff

<p>QTSS release \$65,504.97</p>	<ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Mentoring and coaching support by experienced teachers with beginning teachers to ensure ongoing development and improvement of quality teaching practices through the analysis of data and other evidence. Opportunities for teachers to establish and maintain collaborative practice, receive feedback and support to improve teaching practices.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide time for supervisors to support their teachers in their ongoing professional development. Provide middle school leaders with the opportunity to undertake a Harvard Graduate School of Education Instructional Leadership course.</p>
<p>COVID ILSP \$204,657.00</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/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - Understanding Text and Number • providing intensive small group tuition for identified students who were identified by the Learning Support Team and classroom teachers. <p>The allocation of this funding has resulted in the following impact: Providing group tuition cycles in literacy and numeracy to improve student outcomes in literacy and numeracy. Students achieving outcomes in Plan 2 for Understanding Text and Quantifying Number.</p> <p>After evaluation, the next steps to support our students will be: Continue the implementation of literacy and numeracy small group tuition using data to support targeted students.</p>
<p>Professional learning \$25,203.49</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 Merrylands East 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"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Structured in place for collaborative planning meetings and the design of curriculum that is consistent across the school.</p> <p>After evaluation, the next steps to support our students will be: Continue the masterclasses as it has been having a direct impact on the enhancement of the leadership team and classroom teachers. Continue with collaborative planning and arrange a staff curriculum</p>

Professional learning \$25,203.49	conference at the commencement of the 2023 school year where all teachers have additional time to plan.
Literacy and numeracy \$63,318.01	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Merrylands East Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Evidence Based Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • updating reading resources to meet the needs of students • teacher release to engage staff in collaborative programming and assessment. <p>The allocation of this funding has resulted in the following impact: Teachers have greater confidence in writing and implementing units across the curriculum with high quality literacy resources. Additional literacy and numeracy resources purchased to support classroom teachers and home reading program.</p> <p>After evaluation, the next steps to support our students will be: Continue to focus on collaborative planning for English and Maths through weekly professional learning sessions.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	168	196	161	156
Girls	172	187	165	173

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.8	89.3	90.3	80.9
1	91.7	87.2	92.9	84.1
2	90.8	86.6	92.1	87.9
3	92.5	89.4	93.9	85.4
4	92.8	90.3	93.2	88.3
5	92.1	92.5	92.9	88.9
6	93.3	93.0	93.0	87.0
All Years	92.0	89.7	92.6	85.9
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

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)	4.2
Classroom Teacher(s)	12.12
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher ESL	2
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	472,214
Revenue	4,267,390
Appropriation	4,230,189
Sale of Goods and Services	399
Grants and contributions	29,655
Investment income	4,948
Other revenue	2,200
Expenses	-4,109,824
Employee related	-3,573,157
Operating expenses	-536,666
Surplus / deficit for the year	157,567
Closing Balance	629,781

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.

In 2022, the school placed an order with the NSW Department of Education State Fleet to procure a 21 seat school bus. This bus will enable students to access community resources for learning. The bus will support families in alleviating high transport cost, often imposed by private contractors. Cost for the bus has not been debited from the closing balance.

Additional reading and numeracy resources will be purchased to replaced existing resources. This includes Home Reading for Years 3 to Year 5.

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	104,911
Equity Total	648,971
Equity - Aboriginal	3,799
Equity - Socio-economic	237,254
Equity - Language	276,931
Equity - Disability	130,986
Base Total	2,536,699
Base - Per Capita	82,374
Base - Location	0
Base - Other	2,454,325
Other Total	360,709
Grand Total	3,651,289

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

The Merrylands East Public School's Improvement Plan 2021-2024 contains a strategic direction titled 'Student Engagement'. Our school uses the data from the Tell Them From Me (TTFM) survey to support student engagement and the wellbeing programs throughout the school, and to inform future directions.

Our school provides support for student learning, and their expectations of academic, cultural and sporting success, along with a strong sense of belonging within the school community. We do this by designing relevant programs for teaching and learning, and providing wellbeing assistance for students and families, often called wrap around support.

Expectations of Success for all students in the classroom context refers to the extent to which teachers value academic achievement and hold high expectations of all students. Every student needs to have a sense of achievement and feel valued by teachers, parents and the general school community. We achieve this by providing a safe and secure environment where every student is known, valued and cared for by teachers.

Our school also promotes student advocacy. This is the provision of wellbeing strategies to assist students to work and learn together, and form interpersonal relationships with one another in a safe and supportive environment. Students should be able to name teachers that they can raise and discuss issues affecting them.

In 2022, students from Year 4 to 6 completed the Tell Them From Me Survey. 93% of student indicated they had high expectations for success while 7% indicated they had low expectations. In the area of advocacy, 89% of student felt they had high advocacy while 11% indicated they had low advocacy. The data also indicated that 86% of students had high expectations for success and high advocacy.

The data indicated that we need to continue working on the provision of high level of success by reengaging in extra-curricular activities where students can engage in a broad curriculum while supporting students and families experiencing complex needs. Excursions to the Museum of Contemporary Arts, Parliament House and Calmsley Hill City Farm support students learning. So too programs like weekly lawn bowls lessons and Camp Quality.

In 2023, the school will be revamping the Behaviour Policy in line with the NSW Department of Education Inclusive engaging and Respectful (IER) Policy.



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.