

2023 Annual Report

Morrisset Public School



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Introduction

The Annual Report for 2023 is provided to the community of Morisset Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

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

School context

Morisset Public School is situated on the south-west side of Lake Macquarie. We are a proud member of the Western Shores Learning Alliance, which is in partnership with 4 primary schools and Morisset High School. Morisset Public School has a total of 153 enrolments for 2024; 26% of students identify as Aboriginal or Torres Strait Islander and 6% are from language backgrounds other than English.

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

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

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

Consultation processes in the development of the 2021-2025 School Improvement Plan involved conversations with Itji-Marru Aboriginal Education Consultative Group, parents and community (P&C), Director Educational Leadership and Principal Support Leadership. Researched evidence based strategies were utilised in designing and implementing this plan to successfully deliver ongoing measured improvement in student progress and achievement. This included: What Works Best, School Excellence Framework, External Validation, Tell Them From Me survey, CESE LEED, and the Attendance Pilot.

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Data Skills and Use
- Reading and Numeracy

Resources allocated to this strategic direction

Socio-economic background
Professional learning
AP Curriculum & Instruction
Low level adjustment for disability
Beginning teacher support
Per capita
Aboriginal background
English language proficiency
QTSS release

Summary of progress

Data Skills and Use

High Impact Professional Learning in data skills and use was presented to 100% of staff resulting in a small shift of approximately 30% changing practice to effectively use data to inform the teaching and learning process in both Mathematics and English. The focus on collection of formative assessment data based on a variety of in-class strategies has been the significant driver of impact in use of data. Teacher confidence and competence has grown through this practice to effectively design lessons which target students' point of need. This is particularly evident K-2 and as 3-6 implement the new syllabus in 2024, we expect to see similar progress. In 2024, the focus of Data Skills and Use will be to ensure staff are able to use data to increase differentiation to target students at all levels.

Reading and Numeracy

The implementation of the new syllabus in K-2 has had a significant effect on teaching and learning practices in both reading and numeracy. Kindergarten students in 2023 accessed increased phonological and phonemic awareness providing early success when reading decodable texts. They have shown growth which compares favourably to previous Kindergarten students. This new style of pedagogy is having positive impact on learning outcomes and teaching practice. This inspires hope for continual reading growth across the school. When 3-6 implement the new syllabus in 2024, we expect to see similar achievement and growth.

The teaching practice of Launch, Explore, Summarise in mathematics, as a tool for engaging students in interactive learning has been implemented by 100% of K-2 staff with exposure to this style of teaching for 100% of 3-6 staff. K-2 students have demonstrated in-task behaviours which have reflected high levels of engagement. An improvement in mathematical reasoning skills and vocalisation of mathematical concepts and connections has been evidenced by most K-2 students. It is recognised that this new pedagogy for 3-6 will require additional professional learning for staff, to ensure student engagement is elevated.

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

<p>An increase in Check in Assessment mean scaled score for Reading in Years 3 and 5 for 2024 compared with Years 3 and 5 in 2023.</p>	<p>The school did not achieve the target in 3-6, however the school made positive growth in reading K-2 with 25% of students in K-2 moving off decodable readers.</p>
<p>Student cohorts demonstrate improved numeracy growth from 2022 to 2023 using PAT and Check-in assessments.</p>	<p>The school did not achieve the target, however 26% of student in 3-6 demonstrated results above 50%.</p>

Purpose

Positive and respectful relationships are evident throughout the community, creating optimal environment for advocacy and sense of belonging promoting increased attendance.

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.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background
Low level adjustment for disability
Professional learning
QTSS release
Aboriginal background
Per capita

Summary of progress

Wellbeing

The school had a targeted approach to behaviour and wellbeing as per the IER Policy and successfully developed the Student Behaviour Management Plan which will be shared with the whole community in early 2024. Significant staff turnover impacted the opportunity for success in this initiative and Positive Behaviour for Learning (PBL) will be an ongoing focus for 2024.

Attendance

An attendance team was established and successfully reviewed practices and procedures for staff to implement consistent approaches to the accurate recording of attendance data and effective implementation of supportive attendance strategies. The 2024 focus will improve tracking systems and processes to monitor attendance and incorporate communication to community promoting positive attendance.

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
Attendance Increase the proportion of students attending greater than 90% from baseline of 65.9% to 73.3% (lower bound system-negotiated target)	The school did not achieve the target, however had an increase from 49.7% to 56.0% of students attending greater than 90%.
Wellbeing The percentage of students reporting positive wellbeing (expectations for success, advocacy and sense of belonging at school) is at or above 88.3% (system-negotiated lower bound target)	The school did not achieve the target, however, the school has been proactive in providing increased student and community voice and we envisage this will have a positive impact in future.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$116,397.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Morisset Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • Deployment of additional staffing to support students with additional learning needs. • Targeted support for access to Literacy and Numeracy tasks at proximal level of learning. <p>The allocation of this funding has resulted in the following impact: Connections were made with family members in the development of PLSPs and Behaviour Support Plans. Students engaged with the Curriculum with additional support from CT, LaST and SLSO. Regular segment in the Staff communication meeting incorporating an update on plans and interventions. Staff attended PL relevant to the needs of target students in their class. LST met weekly to prioritise needs of target students, connect with support agencies and complete Access Requests where needed.</p> <p>After evaluation, the next steps to support our students will be: Full review of SLSO programs, targeted professional learning, timetables and funding allocation. Continuation of LST procedures - connections, target students, PL, family connections, formulation of Access Requests where applicable</p>
<p>Socio-economic background</p> <p>\$113,901.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Morisset Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Data Skills and Use • Reading • Wellbeing • Attendance <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 curriculum knowledge through new syllabus in mathematics to support student learning. • 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: Students had access to learning materials and experiences as needed to enhance participation and equity of access alongside their peers.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to support students to access curriculum through experiences and materials as needed to continue to close equity gaps.</p>
<p>Aboriginal background</p> <p>\$60,680.83</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Morisset Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$60,680.83</p>	<p>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"> • Reading • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staff release to support Morisset Public School's Reconciliation Action Plan and development of Personalised Learning Pathways. • Students supported through participation in Jarjum Soar program. • Indigenous Reading Project facilitated by APCI. • Learning Support staff provide targeted English and mathematics intervention. <p>The allocation of this funding has resulted in the following impact: Aboriginal and Torres Strait Islander students were provided with opportunities to explore culture alongside their peers and with Indigenous adults. Support in reading and numeracy ensured access to the curriculum as well as additional resources to support learning and social needs. Personalised Learning Pathways were developed with students, staff and families.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to support Aboriginal and Torres Strait Islander student's cultural, academic and social needs. Next steps will be to further strengthen cultural connections with community and student connection to country and culture through on country excursions, art, dance and music. Staff who have not attended Stronger Smarter training will attend in 2024.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Morisset Public School.</p> <p>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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: As a result of Staff PL, the LaST identified a point of need for a student who enrolled later in 2023. Funding has been utilised to provide teachers with additional time to review the EALD progressions of individual students.</p> <p>After evaluation, the next steps to support our students will be: An applications has been made for new Arrivals funding and resources to be implemented in 2024. An EALD teacher will be sourced for 2024. Through the Kindergarten to school transition program, students have been identified at point of need, requiring additional support in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$134,317.05</p>	<p>Low level adjustment for disability equity loading provides support for students at Morisset Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Data Skills and Use

<p>Low level adjustment for disability</p> <p>\$134,317.05</p>	<ul style="list-style-type: none"> • Wellbeing • Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • SLSO support for students requiring additional needs both socially and academically. • Professional Learning delivered to staff to support best practice teaching and staff awareness of discipline policies. • Intervention teacher to support students with additional learning needs in literacy and numeracy. • Itinerate support to assist students with vision and hearing impairments. <p>The allocation of this funding has resulted in the following impact: Students with additional needs had access to specialist support to cater to their learning requirements to enhance participation and learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to support students with additional needs and continue to seek professional support to meet individual student requirements.</p>
<p>Professional learning</p> <p>\$14,365.67</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Morisset Public School.</p> <p>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"> • Data Skills and Use • Reading • Wellbeing • Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning. • other methods of learning designed to improve student outcomes - daily number sense and Launch, Explore, Summarise pedagogy. <p>The allocation of this funding has resulted in the following impact: Teachers were involved in professional learning in mathematics which enhanced their understanding of the new syllabus and best practice pedagogy.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to deliver professional learning in mathematics with a focus on Learning Intentions and Success Criteria. Professional Learning in reading will focus on fluency (K-6).</p>
<p>QTSS release</p> <p>\$32,432.83</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Morisset Public School.</p> <p>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"> • Reading • Wellbeing • Attendance <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 • additional staffing to support staff collaboration in the implementation of high-quality curriculum

<p>QTSS release</p> <p>\$32,432.83</p>	<p>The allocation of this funding has resulted in the following impact: Staff were provided with additional time to work with the Assistant Principal Curriculum and Instruction to improve formative assessment practices and programming aligned with the new English and mathematics syllabuses.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide support to staff from Assistant Principals to ensure quality teaching practices are embedded for K-2 and further established for 3-6 as they implement new syllabuses in 2024.</p>
<p>COVID ILSP</p> <p>\$80,829.72</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 2023.</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 and individualised tuition. • providing targeted, explicit instruction for student groups in literacy - Reading. • employing/releasing staff to coordinate the program. <p>The allocation of this funding has resulted in the following impact: Individualised support resulted in improved reading results for students in K-2, with a focus on decoding and blending phonemes.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide individualised and small group intervention in reading. The focus of decoding and blending will continue K-2, with an increased focus on fluency and comprehension in 3-6.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	78	77	81	81
Girls	97	88	90	78

Student attendance profile

School				
Year	2020	2021	2022	2023
K	81.0	90.3	84.8	85.0
1	78.9	90.5	85.2	89.2
2	80.2	88.0	86.6	89.3
3	79.3	91.3	81.1	87.6
4	78.3	87.7	83.3	89.0
5	81.3	88.9	78.5	88.0
6	79.0	89.3	83.3	81.9
All Years	79.6	89.5	83.2	87.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	3.2
Classroom Teacher(s)	5.87
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	441,325.15
Revenue	2,536,749.62
Appropriation	2,462,472.51
Sale of Goods and Services	1,827.35
Grants and contributions	65,230.79
Investment income	7,018.97
Other revenue	200.00
Expenses	-2,491,912.67
Employee related	-2,036,268.27
Operating expenses	-455,644.40
Surplus / deficit for the year	44,836.95
Closing Balance	486,162.10

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.

	2023 SBAR Adjustments (\$)
Targeted Total	30,471
Equity Total	311,299
Equity - Aboriginal	60,681
Equity - Socio-economic	113,901
Equity - Language	2,400
Equity - Disability	134,317
Base Total	1,514,282
Base - Per Capita	44,504
Base - Location	0
Base - Other	1,469,777
Other Total	273,856
Grand Total	2,129,907

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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* Survey (students in Years 4-6)

Morisset PS *Tell Them from Me* student survey trend data decreased from the June to November snapshot.

Advocacy at School - 85%, an increase from 2022 and above similar schools and state levels

Expectations for Success - 85%, a decrease from 2022, below similar schools however, above state levels

Sense of Belonging - 44%, a decrease from 2022, below both similar school groups and state levels

The open-ended questions for students explored favourite things at school and possible changes in the classroom or playground. Results of this questioning will drive potential improvements in 2024. Of the 54 responses to the open-ended question regarding favourite things; there were 55 mentions of physical activity, 35 mentions of curriculum and 24 mentions of talking to and spending time with friends.

From the 50 responses for possible changes: there were 35 mentions of increased sporting and playground equipment along with canteen being open more days and more quiet areas for students to sit, chat and colour.

Where to next?

- Complete an audit of sporting equipment - purchase equipment as a result of the audit
- Roster equipment for use in the playground during break time
- Revisit the Sport/ PE scope and sequence for K-6 in line with the curriculum
- Communicate to Asset management regarding timeframes for the installation of the new fixed equipment

Student Focus Groups (small groups of randomly chosen students) were asked several questions to gather further information across a wider scope of activities including behaviour, consequences and current ticket system. Students surveyed had a very good sense of right and wrong and understood consequences of behaviour. Feedback from this line of questioning will also support changes in 2024.

Student responses included;

- Less swearing - 'kids' need to speak nicely to the teachers and their friends
- Weekly slides or posters to remind students of behaviour expectations
- Different prizes for the barrel draws - catering for all ages in the school
- Inclusion of discos, class challenges, sport days, movie days
- Students are not enjoying the mufti days as they are not wearing the right colour for the key
- More lessons like the PBL lessons, not the *You Can Do It* lessons

Where to next?

- Place more emphasis on the PBL expectations of Respect, Safety and Engagement
- Introduce a licencing point system for consistency
- Introduce tiered PBL recognition days - student voice and levelled participation
- Revisit the PBL lessons to support the explicit teaching of behaviour in different school settings
- Evaluate the content of barrel prizes and formalise the big barrel draws on a more regular basis
- Reduce the number of mufti days and make them more meaningful through teachable moments
- Investigate the possibility of interest groups and additional teacher led extra-curricular activities

Parent *Internal* Survey

There were not enough responses to the *Tell Them from Me* Parent survey to gather data, so we formulated an internal survey for parents using a QR code and 2 questions - what do we do well at MPS? And what could we improve at MPS? These questions were delivered by paper, email and on the parent app. We had 37 responses to this form of survey - an increase from 31 in 2022 and 12 in 2021.

Parent responses to what we do well included;

- Amazing teachers, welcoming front office, approachable staff
- My child feels valued and cared for
- There is a sense of community
- Staff make great connections with kids and their parents
- Great teamwork
- Enthusiastic staff

Parent responses to what we could improve included;

- Communication and school promotion
- Kiss and Ride procedures

- Less class splits and more casual teachers in front of classes
- Bullying is an ongoing issue
- Classroom teachers to have more personal contact with parents of students in their class
- More exciting events for students - crazy hair, musical, discos, fun runs, end of term fun days
- More help for students falling behind in their learning
- Public speaking opportunities and High Potential learning activities
- More canteen days

Where to next?

- Investigate positive school promotion opportunities and increased communication through the SENTRAL parent portal registration
- Explicit teaching in support of PBL expectations, anti-bullying and positive behaviour choices
- Implement individual 'meet and greet' days for each teacher early in Term 1, 2024
- Implement an intensive intervention program to support student learning
- Introduce tiered PBL recognition days - student voice and levelled participation
- Revisit the PBL lessons to support the explicit teaching of behaviour in different school settings
- Posters or parent education program delivery from the Lake Macquarie City Council Ranger regarding Kiss and Ride expectations and behaviour in that zone

Teacher *Tell Them from Me* Survey

In the Eight Drivers of Student Learning, the school mean is above or equal to the NSW Govt Norm in the areas of Leadership, Collaboration, Learning Culture, Teaching Strategies and Parent Involvement, according to feedback from staff. The school sits below the NSW Govt norms in Data Informs Practice, Technology and Inclusive School.

Key phrases to highlight include;

- I am in regular contact with the parents of students with special learning needs
- I make an effort to include students with special learning needs in class activities
- When I present a new concept I try to link it to previously mastered skills and knowledge
- Students receive feedback on their work that brings them closer to achieving their goals
- I use two or more teaching strategies in most class periods
- My assessments help me understand where students are having difficulty
- I set high expectations for student learning
- Teachers in our school share their lesson plans and other materials with me
- School leaders have helped me improve my teaching
- School leaders have helped me create new learning opportunities for students

Teacher *Internal* Survey

When asked what could we as teachers and leaders improve at Morisset PS, the responses included;

- Consistency of staffing
- Management of whole school behaviour process
- More stage meetings and opportunities to collaborate across stages
- Explicit teaching of expected behaviours utilising the PBL model
- More community engagement

Where to next?

- Explicit teaching in support of PBL expectations, anti-bullying and positive behaviour choices
- Implement individual 'meet and greet' days for each teacher early in Term 1, 2024
- Implement an intensive intervention program to support student learning
- Introduce tiered PBL recognition days - student voice and levelled participation
- Revisit the PBL lessons to support the explicit teaching of behaviour in different school settings
- Develop pro-active systems for communication - SENTRAL calendar, parent portal and behaviour systems

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.