

2023 Annual Report

Merrylands East Public School



5126

Introduction

The Annual Report for 2023 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.

School contact details

Merrylands East Public School

Myee St

Merrylands, 2160

<https://merrylandseast.schools.nsw.gov.au/>

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

9637 2638



ANZAC Day 2023

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 340 in 2023 with the likelihood to increase within the next 10 years due to the redevelopment of the Merrylands Central Business district with multiple high rise buildings of more than 20 levels. The school attendance varies each year by 20% due to the transient nature of the student population. The school trend of students with an EAL/D background remains around 90% 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. In 2023, 70 students were identified with a disability and integrated into mainstream classes.

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 Support Plans (PLSPs) 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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
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
English language proficiency
Refugee Student Support
AP Curriculum & Instruction
Professional learning
QTSS release

Summary of progress

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

In Strategic Direction 1 for 2023, the primary focus was on consolidating best practices within teaching and learning cycles, specifically in Mathematics and English in order to achieve student growth and attainment. Data analysis drove planning decisions, interventions, and adjustments in teaching methods. Student learning outcomes were shaped by thorough analysis of both internal and external progress and achievement data, with ongoing monitoring facilitated by the collection of high-quality, valid, and reliable data.

At the outset of each year, comprehensive whole-school data collection was conducted to inform practice throughout teaching and learning cycles. Teams developed and utilised English and Mathematics rubrics, and scope and sequence to guide reporting, ensuring alignment with semester outcomes. Work samples were consistently aligned with rubrics to maintain uniform teacher assessment and inform future practices.

Regular grade / stage meetings with Assistant Principals (APs) and the Assistant Principal Curriculum and Instruction (APC&I) were held each term to collaboratively design teaching and learning units, centered on English Contextual Concepts. Progress was evaluated by stage teams at the conclusion of each unit, with three-way teacher reflections conducted to address internal and external data. NAPLAN, Check in Assessment and Assessment of Student Work samples were triangulated and matched with the International Competitions and Assessment for Schools (ICAS) Reach Assessments.. These practices were tailored to meet student needs, enhancing teachers' confidence in utilising student data to inform teaching practices. This resulted in the creation of valuable resources to support teaching.

This professional development across K-6 enhanced teachers' understanding of student progress, curriculum expectations, and literature selection. Classroom teachers reported a deeper comprehension of the teaching and learning cycle, utilizing models of exemplary units to develop their own high-quality units of work. Collaborative planning fostered the formulation of key inquiry questions and culminating tasks, raising expectations for student performance.

Student learning outcomes were meticulously tracked through the continuous collection and analysis of both external and internal assessments.

The Year 3 students achieved growth in mean scaled scores for Reading and Numeracy in the Check in Assessment

The Year 5 students is making progress towards growth in mean scaled scores in the Check in Assessment.

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 Numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Year 3 Numeracy Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 5.9%</p> <p>The Year 5 Numeracy Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has decreased by 3%</p>
<p>An increase in Check-in Assessment mean scaled score for Reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</p>	<p>The Year 3 Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 7%</p> <p>The Year 5 Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased by 2%</p>

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.

- Data skills and Use
- Assessment with Impact

Resources allocated to this strategic direction

QTSS release

Summary of progress

Did we achieve our school based targets?

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

This initiative aims to enhance the capabilities of school leaders and teachers in utilising data for designing, implementing and evaluating classroom programs, thereby driving improvements in student outcomes. The school leadership team engaged in professional development on evaluative practices with an external consultant. Comprehensive professional learning sessions were conducted for all teachers to enhance their data literacy and familiarity with various sources of data, including SCOUT. Each teacher received a broad range of classroom data based on check in assessment, PLAN 2 data, Syllabus outcomes, ICAS Reach, NAPLAN and attendance. A systemic collection of work samples took place each term with grade / stage teachers meeting to evaluate and moderate their professional judgement of what constitutes a 'high', 'middle' and 'low' piece based on syllabus outcomes.

Assistant Principals facilitated data discussions with their respective teams and gradually empowering them to take ownership over the process throughout the year. As teachers gained a deeper understanding of the purpose and utilization of data, it became instrumental in shaping and refining stage-based programs.

Looking ahead to 2024, the focus will be on equipping new staff members with necessary skills and further integrating the use of data into teaching practices at a more detailed level. This approach aims to bolster teachers' confidence in utilizing data for personalized instruction, ensuring the individual needs of students are met effectively.

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
90% staff are sustaining and growing and 10% are excelling 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 excelling in the element of Assessment.
90% staff have a sustaining and growing understanding and 10% excelling in their understanding of student assessment and data concepts	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use.

<p>as indicated in the SEF descriptor and What Works Best (CESE). (school determined uplift from baseline)</p>	
<p>100% of classroom programs use an expanding repertoire of formative assessment practices and data to inform students future directions in learning as indicated in the SEF descriptor and What Works Best (CESE). (school determined uplift from baseline)</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling 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

Low level adjustment for disability
Refugee Student Support
Socio-economic background

Summary of progress

Did we achieve our school based targets?

The school attendance was 88.8% and above the DoE State Average and Auburn Network average for primary schools with a 4% increase in students attending school 90% or more most of the time.

Strategic Direction 3 prioritised the continual reconnection to school following the ongoing disruptions to our school from being in a lockdown situation or disrupted schooling. At the outset of the 2023 year, the school engaged an additional School Administrative Officer with a dedicated role of following up unexplained absences each day. This proved highly successful throughout 2023, evidenced by above state average attendance rates.

To address these challenges, new strategies were implemented to refine our procedures regarding student attendance and engagement. The School Leadership team diligently analyzed student attendance data throughout semester 1, raising awareness among students and staff regarding attendance rates at individual, class, and school levels. Individualised class attendance data were introduced to teachers to underscore the importance of attendance and its correlation with academic performance. Moreover, the introduction of a direct phone call enabled timely communication with parents regarding their child's daily absences, resulting in increased justifications for absences.

Assistant Principals actively engaged with students within classrooms, fostering holistic relationships across their respective stages. Through daily wellbeing checks, they provided essential support to students experiencing anxiety or requiring assistance to attend school prepared for learning. Group and individual counseling sessions addressed social and emotional issues, nurturing authentic connections with students and their families. These relationships proved invaluable during periods of remote learning, enabling Stage Leaders to identify and support students and families in need.

Looking ahead to 2024, our focus remains on re-engaging the entire school community and fostering positive connections across all stakeholders. Attendance initiatives and staff professional development sessions will be provided to ensure our school targets are achieved. A dedicated Attendance Team will conduct fortnightly reviews of attendance data, closely monitoring and intervening with students whose attendance falls below 90%. Furthermore, a new system to recognize and celebrate student attendance will be developed to reinforce the importance of regular attendance.

In 2023, 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 6%	Self-assessment against the School Excellence Framework shows the

and decrease negative behaviour by 6% from the baseline. (School determined uplift from baseline)	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)	The number of students attending greater than 90% of the time or more has increased 4%.
To increase the overall school attendance rate (full days) from the baseline between 1.8% and 2% (School determined uplift from baseline)	The overall attendance rate of 89.9% is an increase by 3.9% from the previous year.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$75,885.00</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> <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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - engage students in accessing the curriculum at their level within the mainstream, while consulting with parents during review meetings. - ensure student needs are met through their Personalised Learning and Support Plans (PLaSPs), dedicating time each term to review learning goals and the reasonable adjustments. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - ensuring the Learning Support Team (LST) remains integral to Merrylands East Public School, guiding all reasonable adjustment decisions concerning the academic and well-being requirements of our students and their families. - maintaining a commitment to update Personalised Learning and Support Plans (PLaSPs) regularly to student learning outcomes within both classroom and playground settings. - continue the engagement of School Learning Support Officers (SLSOs) to work collaboratively with classroom teachers in the implementation of PLaSPs.
<p>Refugee Student Support</p> <p>\$10,340.50</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"> • Highly Effective Evidence Based Teaching • 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 for staff to provide targeted support to students, including mentoring and tutoring • 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:</p> <ul style="list-style-type: none"> - improved transition and stronger support for our refugee students through targeted teaching and learning, including counselling support. This ensures that refugee students can access a differentiated curriculum, with a focus on literacy and numeracy intervention. - students have access to bilingual reading materials, resources and extra-curricular programs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue the employment of additional EAL/D teachers and the bilingual Farsi SLSO. - continue funding refugee students resources and access to extra-curricular programs.

<p>New Arrivals Program</p> <p>\$111,212.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at 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> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Tell Them From me student survey data indicates 98% of students stated that they are treated with fairness and respect by other students at the school in regards to their cultural background. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to employ a specialist teacher to provide ongoing linguistic English intensive support for students. - continue to employ a bilingual Farsi SLSO to support students to participate successfully in schooling.
<p>Socio-economic background</p> <p>\$289,744.04</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 Expectations of Behaviour • Attendance <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 program implementation. • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - four middle school leaders completed the Harvard Graduate School of Education Instructional Leadership Course in Leading Teams and Coaching and have utilised their knowledge and skills to develop staff. - development of scope and sequences that enable teachers to collaboratively plan units of work including high quality literature to support student learning in English and Mathematics. - teachers implemented a Consistent Assessment of Student work Sample each term that aligned learning outcomes with teaching. - provision of resources and additional programs (eg. Gymnastics / Rugby) for students to access the curriculum. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to engage our external consultant in 2024 to provide school leaders and aspiring school leaders with professional development support focusing on explicit teaching, effective curriculum implementation and data to inform programs. - support aspiring leaders in the access and completion of a Harvard Graduate School of Education Instructional Leadership course. - procure a second school bus to support student learning by accessing community resources.

<p>Aboriginal background</p> <p>\$2,849.61</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> <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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved Sentral 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>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - increased cultural awareness and undertaking by all staff through the NSW Department of Education School Development Day Term 2 professional learning in Aboriginal Education. - provision of additional time for teachers to write units of work that incorporate Aboriginal history and culture. - enhanced communication for parents about the importance of attendance and also address beliefs and values in regard to attendance.
<p>English language proficiency</p> <p>\$488,953.80</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 including:</p> <ul style="list-style-type: none"> • Highly Effective Evidence Based Teaching <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 • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phases <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students were provided with specialised support in English acquisition through targeted small group interventions and whole class instruction. There's enhanced collaboration between classroom teachers and specialist EAL/D teachers to effectively address student needs. - comprehensive whole-school planning was implemented to meet the needs of EAL/D learners. - the employment of three EAL/D teacher to support the learning needs of students. - provision of time for teachers to strengthen their use of EAL/D pedagogy when planning, teaching and assessing. - sharing of explicit classroom strategies by teachers to support each other and build knowledge to support EAL/D students - A deeper understanding and beginning use of the EAL/D progressions to moderate student work samples and assess EAL/D students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - involve all teachers in targeted professional learning to enhance their ability to meet the learning needs of EAL/D students in their class.

<p>English language proficiency</p> <p>\$488,953.80</p>	<ul style="list-style-type: none"> - offer professional learning in EAL/D to enhance teacher knowledge and skills in utilising EAL/D progressions during planning, programming, and reflecting on student achievement. - conduct a school evaluation of the EAL/D program to ensure that targeted resources are meeting the needs of students.
<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"> • High Expectations of Behaviour <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - teachers differentiated and made adjustment to learning programs to meet the needs of students. - personalised Learning and Support Plans designed with appropriate strategies for all students requiring low-level adjustments for disability. - students are able to access extra-curricular programs (eg PSSA) without the added need of costs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - 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. - whole school professional learning on autism spectrum disorder and strategies to support learners.
<p>QTSS release</p> <p>\$66,522.82</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"> • Highly Effective Evidence Based Teaching • Assessment with Impact <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. • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the refinement of the Consistent Assessment of Student Work (CASW) with all teachers. - all teaching staff receiving additional release time to attend professional learning sessions with their teams and their grade / stage supervisors. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continuation of developing the Executive Team in holding data conversations, conducting a range of observations of classroom practice, monitoring learning and teaching programs, providing effective and timely feedback to build the capacity of teachers to deliver enhanced teaching and learning. - continuation of grade / stage based release from face-to-face teaching to allow teachers to plan and write units of work from all key learning areas.

<p>COVID ILSP</p> <p>\$153,492.96</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> <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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 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>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</p> <p>\$28,841.06</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"> • 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"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. • teacher relief for staff engaging in professional learning. • course costs for staff undertaking recognised courses. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - teachers participation in professional learning linked to their Performance and Development Plan (PDP). - staff being upskilled in current literacy research to enable them to make informed decisions about explicit teaching. - units of work written across grades / stages and assessment strategies that meet the needs of students. - increase in available resources for staff to support units of work. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue the masterclasses in 2024 as it has been having a direct impact on the enhancement of the leadership team and classroom teachers. - continue with providing staff with time to complete mandatory training and curriculum courses in the new K-2 and 3-10 English and Mathematics Syllabus.



All Schools Spectacular at the Sydney Opera House

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	196	161	156	163
Girls	187	165	173	164

Student attendance profile

School				
Year	2020	2021	2022	2023
K	89.3	90.3	80.9	90.0
1	87.2	92.9	84.1	89.2
2	86.6	92.1	87.9	89.3
3	89.4	93.9	85.4	90.3
4	90.3	93.2	88.3	89.2
5	92.5	92.9	88.9	90.7
6	93.0	93.0	87.0	89.9
All Years	89.7	92.6	85.9	89.8
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.



The diversity of students.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.2
Classroom Teacher(s)	13.25
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher EAL/D	3.4
School Administration and Support Staff	2.92

*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.

In 2024, the Principal and 4 Assistant Principals all gained a Harvard Graduate School of Education Instructional Leadership Certificate. This qualification supports teachers in coaching, mentorship and leading teams.



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	547,581.44
Revenue	4,683,687.81
Appropriation	4,630,602.49
Sale of Goods and Services	904.46
Grants and contributions	35,185.88
Investment income	15,794.98
Other revenue	1,200.00
Expenses	-4,349,183.73
Employee related	-3,776,200.90
Operating expenses	-572,982.83
Surplus / deficit for the year	334,504.08
Closing Balance	882,085.52

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.

The school has procured a 25 and 12 seater bus to enable our students to access extra-curricular programs and sport programs with minimal to no costs to families. Funds for the two buses total \$240 348.10 and associated running cost have not been debited from the closing balance. In addition, costs have been planned for the renovation of the General Assistant room to ensure that it is Health and Safety Compliant and the procurement of a lockdown siren.

The school funds all classroom resources, stationery, daily excursion costs and extra curricular programs including the performing arts / gymnastics and rugby. School uniforms are provided to students on a needs basis. This will continue with the balance in 2024. In 2023, the school continued to supply resources for students entering Kindergarten and all stationery required for Year 6 students moving into high school as part of a transition program.

Funds have been set aside for the engagement of additional School Learning Support Officers for students entering Kindergarten with complex needs and not funded via Integration Support Funding.

Merrylands East Public School does not have a voluntary school fund.



The first of two school buses.

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	86,226
Equity Total	912,533
Equity - Aboriginal	2,850
Equity - Socio-economic	289,744
Equity - Language	488,954
Equity - Disability	130,986
Base Total	2,691,928
Base - Per Capita	85,626
Base - Location	0
Base - Other	2,606,302
Other Total	360,329
Grand Total	4,051,015

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

The Merrylands East Public School's Improvement Plan spanning from 2021 to 2024 prioritises 'Student Engagement' as a strategic direction. Utilising data gathered from the Tell Them From Me (TTFM) survey, our school actively supports student engagement and well-being initiatives while using insights to shape future endeavors.

We are dedicated to fostering a conducive learning environment where students are encouraged to strive for academic, cultural, and sporting achievements, all while feeling a strong sense of belonging within the school community. This is achieved through tailored teaching and learning programs as well as comprehensive well-being support, often referred to as wrap-around assistance.

Within the classroom context, our focus is on nurturing Expectations of Success for all students. This entails instilling a culture where academic accomplishments are highly valued, and every student is empowered to reach their full potential, feeling valued and supported by both educators and peers.

Moreover, our school emphasises student advocacy, providing strategies to facilitate collaboration, interpersonal relationships, and open communication among students in a safe and nurturing environment. Students are encouraged to identify supportive teachers with whom they can address any concerns affecting them.

In 2023, students in Years 4 to 6 participated in the Tell Them From Me Survey in Semester 1 and 2. The survey results were quite positive in the areas of explicit teaching practices and feedback, advocacy at school and positive learning climate with the highest scores for expectation for success.

The survey data underscores the importance of continuing efforts to enhance student success by reintroducing extracurricular activities to provide a holistic curriculum and supporting students and families facing complex needs. Activities such as excursions to cultural institutions and engaging programs like lawn bowls lessons and Life Education contribute to student enrichment.

Looking ahead to 2024, the school is committed to advancing equitable outcomes, opportunities and experiences by revising the financial requirements that minimise any costs to students and their families in the participation of excursions, extra curricular programs and sport. The school will be updating their behaviour policy in response to the Tell Them from Me survey about a sense of belonging.

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.