



Education &  
Communities

*Public Schools NSW*

4278

2012

Marsden Road Public School  
Annual School Report



## Messages

### Principal's message

In presenting the Annual School Report to the Marsden Road community in 2012, I pay tribute to the dedicated teachers, support staff and loyal parents who have worked together to provide excellent educational opportunities for students at this school.

Marsden Road Public School teachers enjoy working with students from a variety of cultural backgrounds.

In the school's 50<sup>th</sup> year it was an appropriate time to reflect on the many things that have changed over the years and those that may still be the same, things that make our school special. Many students and teachers both past and present shared with me their fondness for Marsden Road School and its community. This strong feeling of community pride and harmony is as evident today as it was when the school opened.

The physical school has undergone many building works and refurbishments to now be at a standard where each classroom is equipped to support our teachers in delivery outstanding educational programs. Outside of the classrooms the school has extensive playground areas and numerous established gardens and trees. This makes for a wonderful learning and recreational environment.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Greg Way**



### P & C

The community is very supportive of all programs implemented by the school. This year the Parents and Citizen's Association has contributed funds to support the work undertaken by the teachers. The P&C continued its traditional roles in providing entertainment for end of year celebrations, Year 6 Farewell and BBQs at school events.

**Deb Marin – President**

### School Captains' message

It has been a privilege being the Captains of Marsden Road Public School in this our 50<sup>th</sup> Anniversary year. This year we have had various events to celebrate this special occasion, starting with an assembly with special guests from all levels of government. It was interesting to open the time capsule and hear what our school was like back then. We all enjoyed providing items for our new time capsule which was buried in a ceremony during our Anniversary Fair. We also loved going through the museum and seeing old photos of ourselves, our teachers and for some of us our parents.



What a fun year we have had both in the classroom and with the many events we have had like our annual Easter Hat and Book Week Parades, Sports Carnivals, Harmony Day, the Year 6 Mini Fair and who could forget our concert 'Back to the Future' and the teachers showing us their Gangnam Style. We have had a wonderful year as captains and take many fond memories of this great school as we head into high school. We wish everyone a successful and rewarding 2013.

**Lily Aguilar and James Marin**

## Student representative's message

The Student Representative Council at Marsden Road Public School operates in a co-operative and supportive environment. Two representatives from each Stage 2 & 3 class work together to solve problems and to raise awareness of worthy causes in and out of the school. In 2012, the SRC organised a variety of fundraising activities, Harmony Day and a photo booth, to support the school's main charity The Tabitha Hope Ministries in South Africa. All funds raised went towards purchasing a lap top computer and supporting the wider community with food hampers for Christmas.

### Student Representative Council

## School context

### Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Student enrolment profile

| Gender | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|--------|------|------|------|------|------|------|
| Male   | 264  | 248  | 262  | 272  | 281  | 288  |
| Female | 304  | 293  | 310  | 324  | 318  | 346  |

### Student attendance profile

| Year     | 2009        | 2010        | 2011        | 2012        |
|----------|-------------|-------------|-------------|-------------|
| <b>K</b> | 94.0        | 95.5        | 93.9        | 94.2        |
| <b>1</b> | 93.0        | 94.5        | 93.4        | 93.7        |
| <b>2</b> | 93.6        | 95.0        | 94.3        | 93.5        |
| <b>3</b> | 93.2        | 95.1        | 94.5        | 94.4        |
| <b>4</b> | 94.6        | 94.9        | 94.8        | 95.4        |
| <b>5</b> | 93.7        | 95.1        | 94.8        | 95.1        |
| <b>6</b> | 94.1        | 93.8        | 93.6        | 95.2        |
| Total    | <b>93.8</b> | <b>94.9</b> | <b>94.2</b> | <b>94.5</b> |

### Management of non-attendance

Our improved attendance rate is the result of the provision of an engaging curriculum for our students and a safe environment in which to work. Fortnightly attendance monitoring is carried out with contact made to parents of students whose attendance is causing concern. Certificates are awarded at the end of each semester to those students who have had no

whole day or partial absences. The Home School Liaison Officer also awards certificates each term to the classes with excellent attendance.

### Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2012 Class Size Audit conducted in March.

| Class Sizes |       |                    |
|-------------|-------|--------------------|
| Roll class  | Grade | Number of students |
| KCHELSEA    | K     | 21                 |
| KFULHAM     | K     | 20                 |
| KGREENWICH  | K     | 20                 |
| KHEATHROW   | K     | 20                 |
| KMAJESTY    | K     | 20                 |
| KROYAL      | K     | 20                 |
| 1CIRCLE     | 1     | 22                 |
| 1DOCKLANDS  | 1     | 21                 |
| 1HARROW     | 1     | 22                 |
| 1KINGSTON   | 1     | 23                 |
| 2CROWN      | 2     | 23                 |
| 2MERTON     | 2     | 22                 |
| 2PUTNEY     | 2     | 23                 |
| 2SOHO       | 2     | 23                 |
| 3ASCOT      | 3     | 25                 |
| 3JEWELS     | 3     | 23                 |
| 3KINGS      | 3     | 24                 |
| 3PALACE     | 3     | 25                 |
| 4HIGHGATE   | 4     | 26                 |
| 4KNIGHT     | 4     | 26                 |
| 4TIARA      | 4     | 26                 |
| SABBEY      | 5     | 14                 |
| SABBEY      | 6     | 13                 |
| SCASTLE     | 5     | 13                 |
| SCASTLE     | 6     | 13                 |
| SDULWICH    | 5     | 15                 |
| SDULWICH    | 6     | 10                 |
| SMANSION    | 5     | 13                 |
| SMANSION    | 6     | 14                 |
| SNOTTING    | 5     | 13                 |
| SNOTTING    | 6     | 13                 |
| SWEMBLEY    | 5     | 13                 |
| SWEMBLEY    | 6     | 13                 |

## Structure of classes

In 2012, 27 classes were formed and named in recognition of places relating to the London Olympic Games. We created two above establishment classes from funds provided under the Low Socio-economic Status School Communities National Partnership. All classes were mixed ability in composition.

## Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

### Staff establishment

| Position                              | Number        |
|---------------------------------------|---------------|
| Principal                             | 1             |
| Deputy Principal(s)                   | 1             |
| Assistant Principal(s)                | 4             |
| Classroom Teachers                    | 21            |
| Teacher of Reading Recovery           | 0.84          |
| Support Teacher Learning Assistance   | 1.2           |
| Primary Teacher RFF                   | 1.134         |
| Primary Part Time                     | 1.1           |
| Teacher Librarian                     | 1.2           |
| Teacher of ESL                        | 4.6           |
| Counsellor                            | 0.6           |
| School Administrative & Support Staff | 4.062         |
| <b>Total</b>                          | <b>41.736</b> |

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are no staff members at Marsden Road Public School who identify as Aboriginal or Torres Strait Islander.

### Staff retention

One teacher was appointed to a permanent position throughout the course of 2012 and two classroom teachers commenced duty after their merit selection in 2011.

A new Principal was appointed through the merit selection process during term 1, 2012.

During term 4, one teacher relinquished their position and another gained a transfer.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

| Qualifications    | % of staff |
|-------------------|------------|
| Degree or Diploma | <b>90</b>  |
| Postgraduate      | <b>10</b>  |

## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

|                                |                   |
|--------------------------------|-------------------|
| Date of financial summary      | 30/11/2012        |
| <b>Income</b>                  | \$                |
| Balance brought forward        | 283819.90         |
| Global funds                   | 277884.60         |
| Tied funds                     | 302314.74         |
| School & community sources     | 91374.99          |
| Interest                       | 13844.64          |
| Trust receipts                 | 54332.85          |
| Canteen                        | 0.00              |
| <b>Total income</b>            | <b>1023571.72</b> |
| <b>Expenditure</b>             |                   |
| Teaching & learning            |                   |
| Key learning areas             | 22039.95          |
| Excursions                     | 35640.93          |
| Extracurricular dissections    | 29918.76          |
| Library                        | 2175.83           |
| Training & development         | 7760.37           |
| Tied funds                     | 204756.25         |
| Casual relief teachers         | 87019.44          |
| Administration & office        | 45916.57          |
| School-operated canteen        | 0.00              |
| Utilities                      | 44234.01          |
| Maintenance                    | 76116.20          |
| Trust accounts                 | 55296.30          |
| Capital programs               | 26452.00          |
| <b>Total expenditure</b>       | <b>637326.61</b>  |
| <b>Balance carried forward</b> | <b>386245.11</b>  |

A full copy of the school's 2012 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2012

### Achievements

## Arts

During 2012, Marsden Road Public School students participated in a variety of artistic events. These included:

- The Liverpool Arts and Film Festival (LAaFF) held in Term 3. More than 80 students represented Marsden Road Public School in two dance groups and the choir. Our dance students mesmerised audiences with their talent and dancing skills, whilst our choir shone with an original piece, written especially for the 50th Anniversary by Mr Watt, Mrs Clark and Mrs Aguilar.
- The school public speaking competition involved all students K-6, with stage winners being recognised at our whole school Presentation Day. We had three students represent us at both the Liverpool Area Oracy and the Multicultural Public Speaking Competitions. At the Liverpool Area Oracy competition two of our students placed second and third in their respective divisions.
- A Flashmob was formed for the first time with over 100 students from Kindergarten to Year 6 participating. The Flashmob performed at the 50th Anniversary Fair and at McDonald's for McHappy Day, surprising audiences with their cool moves.



- The annual in-school Improvisation competition involved four teams and 25 students. These teams competed against each other in Term 4, participating in various drama activities. A thrilling grand final ended the competition with the Superheroes taking out the inaugural prize.
- Our 50th Birthday Celebrations concluded with our end of year concert 'Back to the Future'. Audiences were wowed as they stepped back in time with the wacky Doc and

Marty portrayed by six of our talented stage 3 students. Each class presented an item from their chosen decade as Doc and Marty tried to get back to 2012.

## Sport

A wide range of sporting activities were offered this year and many outstanding results were achieved:

- Students from Kindergarten to Year 6 participated in specialised sports programs as part of the key learning area - PDHPE. These weekly sessions focused on developing skills using modified games in order to ultimately improve the fitness and abilities of the students;
- Our sixteen school house captains and vice captains were utilised to set up equipment for weekly sporting sessions. They were also called upon at the athletics and cross-country carnivals to lead their houses and assist their peers;



- Marsden Road was involved in the following NSW PSSA Knockout competitions; Girls Netball, Boys Rugby League and Boys Soccer. Various teachers across the school coached the teams during lunchtimes and before and after school.
- Only those students with strong swimming skills attended the swimming carnival. We were joined by Liverpool, Warwick Farm, Nuwarra and Mount Pritchard East Public Schools at a combined swimming carnival at Michael Wenden Leisure Centre. Fourteen students represented Marsden Road Public School with pride and two

students continued their representation by competing at the zone carnival;

- Fifty-five Year 2 - 6 students attended an intensive week-long Swim Scheme program. This NSW government initiative took place during Weeks 8 & 9 in Term 1 for each group of students and the focus was on learning basic safety skills in the water;
- The Athletics Carnival took place at school. All students K-6 were involved and it was an extremely successful day;



- Forty students represented Marsden Road Public School at the Zone Athletics Carnival in track and field events. One relay team qualified for regional representation along with four individual track and field competitors;
- The Cross Country Carnival took place at school this year and after a successful day we had 64 students move forward to compete at the zone level.
- In Term 3, all K-6 students participated in a free one hour Milo Mega Cricket Clinic. Cricket NSW provided coaches for the day and conducted a set of fun rotational games for the students to play which focused on simple skills such as bowling, catching and batting. At the end of each clinic, students received a sachet of Milo, a poster and leaflets about playing cricket;
- In Term 4, all K-6 students participated in a Milo Skills cricket program delivered over a period of 5 weeks. This clinic taught the students basic cricket skills through modified versions of the game;
- A stage 3 boys cricket team played in a local competition run by Cricket NSW.

The boys won this competition and represented the Liverpool Zone at the State finals.

- All students from Marsden Road Public School completed the Premier's Sporting Challenge in 2012. This program encourages and promotes physical activity in students and also supplies the school with an equipment grant. Overall, the school achieved the **Diamond Award** from the Premier;
- This year we had a specialist 5 week gymnastics program offered to all students K-6, provided by a private company.
- The school provided after school sport activities to promote physical well-being as part of the Federal Government's Active After School Communities program.



### Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

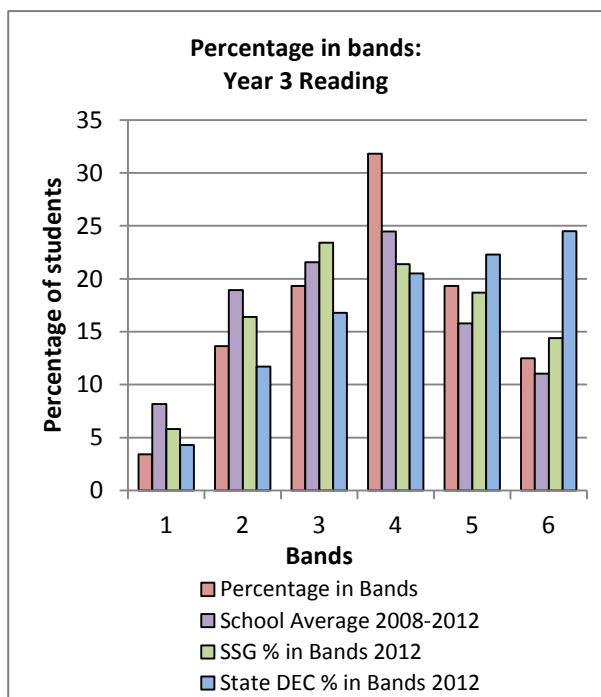
Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

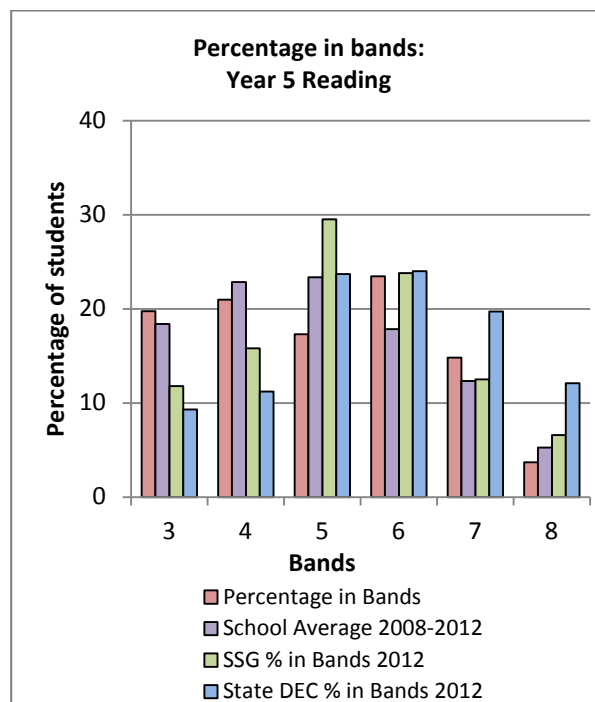
***The graphs on the following pages show student achievement from our school in comparison with state averages of all NSW Department of Education and Communities schools and schools that have been determined as Statistically***

*Similar Groups according to their community's economic status and demographics.*

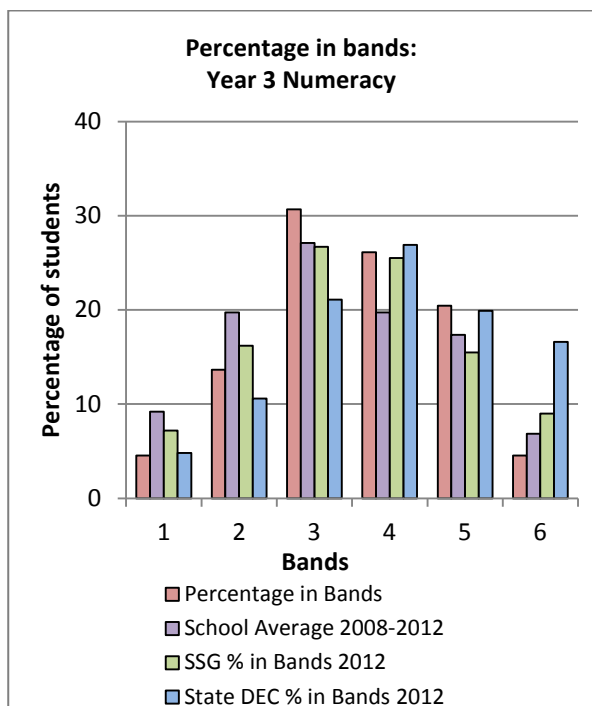
### Reading – NAPLAN Year 3



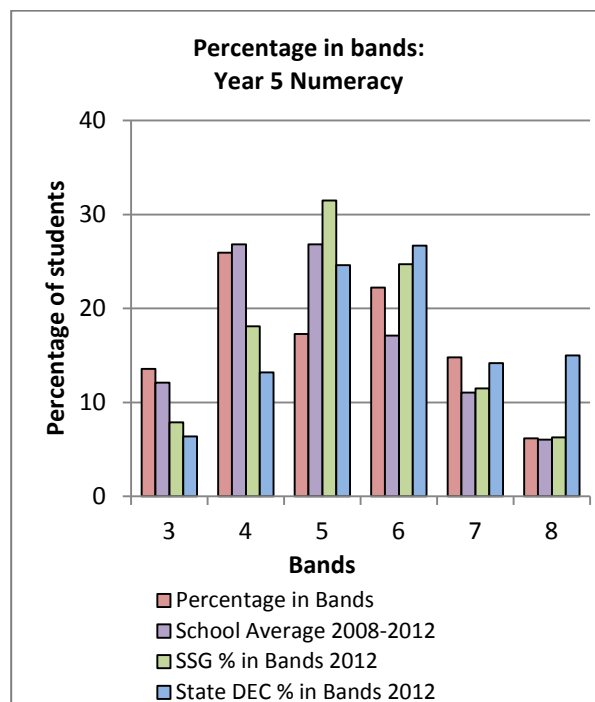
### Reading – NAPLAN Year 5



### Numeracy – NAPLAN Year 3

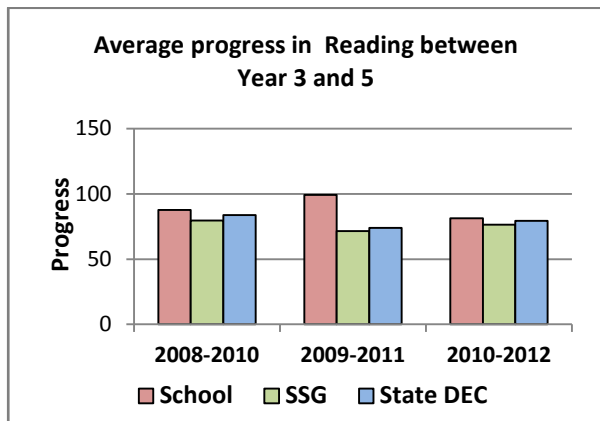


### Numeracy – NAPLAN Year 5



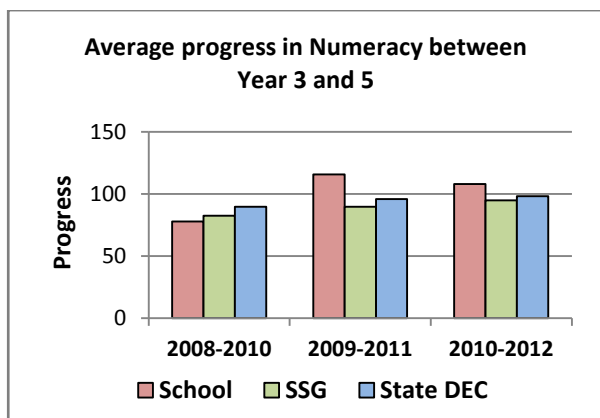
The following graphs show the growth that students that have been at the same school from year 3 to year 5 have made in their NAPLAN scores.

### Progress in reading



| Average progress in Reading between Year 3 and 5* |           |           |           |
|---|-----------|-----------|-----------|
|   | 2008-2010 | 2009-2011 | 2010-2012 |
| School  | 87.6      | 99.3      | 81.4      |
| SSG   | 79.5      | 71.6      | 76.5      |
| State DEC   | 83.7      | 74.0      | 79.2      |

### Progress in numeracy



| Average progress in Numeracy between Year 3 and 5* |           |           |           |
|--|-----------|-----------|-----------|
|  | 2008-2010 | 2009-2011 | 2010-2012 |
| School   | 77.9      | 115.6     | 108.0     |
| SSG  | 82.6      | 89.8      | 95.0      |
| State DEC  | 89.6      | 95.8      | 98.2      |

### Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

| Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded) |       |
|---|-------|
| Reading   | 96.6  |
| Writing   | 100.0 |
| Spelling  | 96.6  |
| Grammar & Punctuation   | 93.3  |
| Numeracy  | 95.5  |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded) |      |
|---|------|
| Reading   | 80.3 |
| Writing   | 93.8 |
| Spelling  | 90.1 |
| Grammar & Punctuation   | 85.2 |
| Numeracy  | 86.4 |

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

### Significant programs and initiatives

#### Aboriginal education

The Aboriginal Education Committee of MRPS organised several events throughout the year. Early in 2012, we hosted a parent afternoon tea, where parents and carers of Aboriginal students and their classroom teachers met and discussed goals for their child's Personal Learning Plan



(PLP). PLPs are an important part of supporting the education of students of Aboriginal and Indigenous backgrounds.

Other significant events included NAIDOC week activities at a whole school assembly. The National anthem was played in the Dharawal language/dialect and special guests included Aboriginal parents and Aunty Mae. Aunty Mae did the Acknowledgement of Country presentation and shared some stories (a yarn). Afterwards, special guests were invited to a morning tea and a tree planting ceremony. Some of our school's Aboriginal students also had the opportunity to participate in NAIDOC week activities at Bonnyrigg Heights Public School.

We were also proud to host the inaugural Liverpool Community of Schools' Aboriginal Education Celebration (awards ceremony). All committee members were very pleased on the positive feedback received from the community and partner schools. It was a success! We look forward to hosting this event once more in 2013.

### **Multicultural education**

The PIEP (Primary Intensive English Program) program for refugee students was very successful with the students learning many new board games to play with family and friends. During the year the students were taught games that would have been played in the school playground 50 years ago and produced a book for our 50 year celebrations. At the end of the year they were involved in creating their own games - Stage 3 made monopoly based on Liverpool while Stage 2 invented a game of their own which reflected on their knowledge of Liverpool. There were many opportunities for talking and listening, writing and reading. The theme for the year was 'learn to play and play to learn'.

### **National partnership programs**

#### **Low SES Communities**

#### **Community Engagement**

Our Community Engagement Officer Carol O'Brien commenced her role in Term 2, 2012. Her focus is on increasing parental engagement in all aspects of school life. Our parent café group met regularly throughout the year and Carol has facilitated the provision of many different training opportunities for parents to support the learning of their children at home.

The playgroup led by Mrs Wee and Miss Friedewald has continued to have good attendance numbers both in the morning and afternoon sessions.

The community engagement committee developed a very innovative "how to help in the classroom" DVD. This was distributed to the new kindergarten enrollment for 2012 as well as a copy sent home to all families.

### **Professional Learning**

Focus on Reading continued for a second year. All teachers have participated in this professional learning program that supports the explicit teaching of the key aspects of reading, including comprehension, vocabulary and reading text fluency. As part of the program teachers explored current research and implemented new strategies in their classrooms called the Super Six.

Two staff members were trained as TELL (Teaching English Language Learners) facilitators and they delivered training to all staff.

The mentoring program, provided by the assistant principals, underpinned many of the strategies aimed at increasing teacher quality and it has been extremely well received by both APs and teachers. The APs were able to support, monitor and model best practice while helping to ensure teaching and learning programs and classroom practice reflected quality teaching elements. The teachers have been able to strengthen their assessment procedures to inform practice and this drives their planning and programming.

## **Progress on 2012 targets**

### **School priority 1 – Literacy**

#### **Outcome for 2012–2014**

*Improved student learning outcomes in Reading and Writing.*

#### **2012 Targets to achieve this outcome include:**

- To increase the percentage of students at or above national minimum standard in Reading in:
- Year 3 from 91% in 2011 to 95% in 2012; and

- Year 5 from 82% in 2011 to 90% in 2012.

To increase the percentage of students at proficiency in Reading in:

- Year 3 from 27% in 2011 to 35% in 2012; and
- Year 5 from 21% in 2011 to 30% in 2012.

To increase the percentage of students at or above national minimum standard in Writing in:

- Year 3 from 95% in 2011 to 97% in 2012; and
- Year 5 from 84% in 2011 to 90% in 2012.

Our achievements include:

Our 2012 NAPLAN data demonstrated that;

- 92% of Year 3 students placed at or above national minimum standard in Reading compared to 91% in 2011.
- 89% of Year 5 students placed at or above national minimum standard in Reading compared to 82% in 2011.
- 32% of Year 3 students achieved proficiency in Reading compared to 27% in 2011.
- 19% of Year 5 students achieved proficiency in Reading compared to 21% in 2011.
- 96% of Year 3 students placed at or above national minimum standard in Writing compared to 95% in 2011.
- 93% of Year 5 students placed at or above national standard in Writing compared to 84% in 2011.

## School priority 2 – Numeracy

### Outcome for 2012–2014

*Improved student learning outcomes in Numeracy.*

#### 2012 Targets to achieve this outcome include:

To increase the percentage of students at or above national minimum standard in Number in:

- Year 3 from 90% in 2011 to 95% in 2012; and

- Year 5 from 85% in 2011 to 90% in 2012.

Our achievements include:

Our 2012 NAPLAN data demonstrated that;

- 91% of Year 3 students placed at or above national minimum standard in Number compared to 90% in 2011.
- 85% of Year 5 students placed at or above national minimum standard in Number compared to 85% in 2011.

## School priority 3 – Curriculum and Assessment

### Outcome for 2012–2014

*Heightened teacher awareness of practices to promote consistent teacher judgement.*

#### 2012 Targets to achieve this outcome include:

- 95% of teacher professional learning and accountability practices are linked to the achievement of school targets.
- 100% of teachers completing Personalised Professional Learning Plans (PPLPs) linked to school plan targets.
- 100% of teachers participating in individualised mentoring processes led by Assistant Principals.
- 95% of teachers to participate in regular consistent teacher judgement sessions.

Our achievements include:

- 71% of teacher professional learning and accountability practices have been linked to the achievement of school targets (Barriers to achieving 100% include limited time and limited stage meetings)
- 61% of teachers had a sound understanding of school targets
- Mandatory training was successfully completed on an ongoing basis
- 100% of teachers have participated in the mentoring processes
- 35% of teachers participate in regular consistent teacher judgement sessions
- CRTs had fair understanding of CTJ, but more consistency is needed

## School priority 4 – Student Engagement and Attainment

### Outcomes for 2012–2014

*Improved student engagement through the provision of effective school programs.*

*Improved levels of parental partnerships.*

#### 2012 Targets to achieve these outcomes include:

To improve school attendance rates from 93.71% in 2011 to 96% by December 2012.

To reduce school partial attendance rates from 78% (1 or more partial absence in a semester) in 2011 to 50% by December 2012.

Our achievements include:

- School attendance rates were 94.5%
- Attendance data collected showed that some students were regular offenders by being late to school. This skewed the overall partial rate which was still very high.

### School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of the effectiveness of strategies to meet targets linked to the six Reforms of the Low SES School Communities National Partnership. In conducting this evaluation, the following phases were followed to draw conclusions, make recommendations and monitor progress.

- Implementing strategies outlined in the School Plan.
- Evaluation Team was established with members representing our Priority Areas of Literacy and Numeracy; Student Engagement & Attainment/Aboriginal Education; Curriculum & Assessment.
- Collecting data - members of staff, students and parents contributed to data collection in the form of surveys, focus groups, assessment (Best Start, School based tracking and NAPLAN), lesson observations, anecdotal observations, questionnaires, meeting and programs.

- Analysis of data collected was conducted by National Partnership evaluation team and the school executive team.

### Findings and conclusions

- Stage based teacher planning days have led to an improved consistent teacher judgement in the teaching of reading. Teacher planning, implementation of the curriculum, student assessment and reporting to parents is more consistently implemented.
- There is an improved ability to use the Literacy Continuum as a systematic and explicit planning tool.
- Assistant Principal Mentors supported, monitored and modeled best practice with their teams.
- Staff are currently training in the TELL Program, which will be assessed in 2013.
- Planning days have led to an improved consistent teacher judgement in the teaching of number.
- Teacher planning, implementation of the curriculum, student assessment and reporting to parents is more consistently implemented.
- AP mentors supported monitored and modeled best practice with their teams.
- There is limited ability among teachers to use the Numeracy Continuum as a systematic and explicit planning tool.
- While the support provided by the highly effective teacher was valued by all, this was not always closely aligned to school targets.
- AP mentoring was a valued strategy, providing strong support in terms of programming and classroom management for learning.
- TPL was purposeful but requires more strategic focus in order to meet specific school targets and build whole staff commitment to these targets.
- In general PPLPs were personalised to teacher identified needs/interests rather than school targets.

- Teachers have had the opportunity to be involved in lesson demonstrations, accessing learning consultants, discussing teaching and learning programs and professional development in Literacy.
- Students (3-6) surveyed indicated that they felt supported with their learning and displayed a positive attitude to attending school.
- Students are enthusiastic about the new, more regular, targeted support model and teachers report visible improvements in engagement.
- Every student referred to the Learning Support Team is allocated an advocate who works with the classroom teacher implementing a personalised support plan that is monitored by the stage/grade supervisor.
- From interviews with the principal, all teachers indicated they are using technology in their classrooms and are keen to further extend their skills.
- The employment of a speech pathologist has enabled us to assess and develop targeted support programs for prioritised students and to up skill teachers. This is support that was previously unavailable for our students and teachers.
- The playgroup was well attended and 100% of participants requested for it to continue. Strong community relationships are being developed.
- The ethnic SLSO has been used to engage the community through providing interpreting services on a daily basis. Teachers and the executive regard this support very highly.
- Our 2012 strategies of teacher professional learning, reminders in weekly forum, phone calls to parents, attendance blitzes at front gate, assembly messages and newsletter items were not effective enough to achieve the desired reduced partial absence rates.
- Continue to deliver teacher professional learning in consistent teacher judgement, to include joint sessions with the learning community.
- Develop strategies to ensure all new staff are able to be trained in key school programs Focus on Reading and TELL.
- Professional learning for all staff on how to deliver explicit, timely feedback to students, raising expectations of achievement.
- Provide additional release time for APs to be learning leaders of their stage teams and facilitate teacher professional learning.
- Employ community liaison officer (two days per week) to coordinate all community initiatives including: parent café, playgroup, information sessions, etc.
- Supplement school funds to employ 3 full-time school learning support officers (SLSOs).
- Continue to engage the services of speech therapists and occupational therapists to work with students, staff and community.

## **Educational and management practice - Leadership**

### **Background**

The area of leadership was chosen for evaluation in order to ascertain how effective the school's initiatives were to improve student learning and student leadership in the school.

### **Findings and conclusions**

An analysis of teacher, student and parent surveys revealed the following findings from the school community in relation to leadership within the school.

- The school leadership team understands and supports the school through getting the best from staff and students;
- All groups acknowledge that they are encouraged to accept leadership roles within the school;
- Teachers reflect on their teaching practices and discuss ways to improve student learning;

### **Future directions**

- Targets and strategies have been revised to be more relevant and achievable.

- Leaders value the contribution of individuals and groups whilst building relationships based on trust, collegiality and mutual respect;
- Teachers acknowledge the importance of support from the school leadership team;
- Many teachers agreed that they were encouraged and recognized for their work and the leadership team is keen to further formalise feedback structures;
- Teachers are interested in being more involved in the schools decision making processes; and
- Most teachers stated the school had a clear set of objectives and goals.

### **Future directions**

Analysis of the information collected indicated there were a number of areas for future development these included:

- Teachers talking to students about ways to improve their learning;
- Parents being informed on ways to improve their child's learning;
- Encouraging parents, students and staff to take leadership roles at the school;
- The implementation of changes to increase learning outcomes for students;

### **Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- The vast majority of parents and students noted that the school cares about students, manages discipline issues fairly and meets the educational needs of students.
- All teachers indicated that student interests, needs, abilities and systemic requirements determine curriculum and school organisation and 95% believed that student welfare needs are reflected

in the school's policies, processes and practices.

- More than three quarters of students surveyed identified the school's caring and friendly environment as a positive feature and a similar number believed that the school provided meaningful learning experiences which would hold them in good stead for later life.
- Students stated that they were treated fairly, in a well-managed classroom and that they had positive relationships with their teachers. This was also evidenced in lesson observations.
- Parents stated that they felt there was a connection between learning at home and at school. They desired more of an emphasis on how to develop their role in supporting student learning.
- The multicultural make-up of the school was viewed as positive and enriched the school culture.
- Parents suggested that there was scope to build stronger partnerships between the school and the wider community and that this would have a positive impact on the school's image.
- Some of the suggestions for improvement provided by parents included: English classes for parents, providing interpreters and community language classes.

### **Professional learning**

Teacher Professional Learning funds are allocated to all schools annually. In 2012 the school received \$22604 from the Department to support the implementation of school improvement targets and priorities reflected through the commitment of all staff to continuous training and development to improve the quality of school programs and support student achievement of outcomes.

- A refresher course in the key elements of Focus on Reading was provided to all staff members.

- Staff members new to Marsden Road in 2012 were given Focus on Reading training.
- Two staff members were trained as TELL (Teaching English Language Learners) facilitators and they delivered training to all staff.
- Guided Reading and Reading Recovery strategies were addressed at stage team meeting sessions.
- In the Key Learning Area of mathematics, teachers revisited the syllabus and the Learning Framework in Number.
- Staff was trained in accessing and analysing NAPLAN data.
- Uses for the interactive whiteboards and Smart notebook software were delivered to staff at numerous professional development meetings.
- Staff updated their Cardio-Pulmonary Resuscitation accreditation.
- Kindergarten and stage one teachers were trained in the implementation and use of 'Best Start' software.
- Teachers worked with stage leaders on the development of individual professional goals.
- By the end of term 3, 2013, increase the percentage of students at or above national minimum standard in Reading in Year 5 from 89% to 91%.
- By the end of term 3, 2013, increase the percentage of students at proficiency in Reading in Year 3 from 32% to 35%.
- By the end of term 3, 2013, increase the percentage of students at proficiency in Reading in Year 5 from 19% to 25%.
- By the end of term 3, 2013, increase the percentage of students at or above national minimum standard in Writing in Year 3 from 96% to 97%.
- By the end of term 3, 2013, increase the percentage of students at or above national minimum standard in Writing in Year 5 from 93% to 94%.
- By the end of term 3, 2013, increase the percentage of students at proficiency in Writing in Year 3 from 62% to 63%.
- By the end of term 3, 2013, increase the percentage of students at proficiency in Writing in Year 5 from 15% to 20%.

#### **Strategies to achieve these targets include:**

- Increase AP Learning Leaders time to two days per week to lead stage based teacher professional learning in conjunction with the whole school TPL plan.
- The leadership team is to collaboratively develop and regularly monitor the strategic implementation of the 2013 school plan to ensure all stake holders are participating effectively.
- Facilitate the release of classroom teachers to meet with their Learning Leaders for strategically planned professional learning activities.
- Class based data analysis of student needs specifically drives PPLP goals and subsequent AP Learning Leaders' support.
- Each cohort will have growth targets set for each year and this will be tracked from enrolment until they leave MRPS.

## **School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### **School priority 1a - Literacy**

#### **Outcome for 2012–2014**

Improved student learning outcomes in Reading and Vocabulary Knowledge

#### **2013 Targets to achieve this outcome include:**

- By the end of term 3, 2013, increase the percentage of students at or above national minimum standard in Reading in Year 3 from 92% to 94%.

- ESL teachers collaboratively lead the delivery of strategies specific for ESL learners.
- ESL staff support teachers to ensure lessons are scaffolded for high levels of language support.

- Investigate subscription of web-based Mathematics program.
- Students use an increasing range of problem solving strategies commensurate with their stage level.

## School priority 1b - Numeracy

### Outcome for 2012–2014

Improved student learning outcomes in Number and Problem Solving

#### 2013 Targets to achieve this outcome include:

- By the end of term 3, 2013, increase the percentage of students at or above national minimum standard in Number in Year 3 from 91% to 94%.
- By the end of term 3, 2013, increase the percentage of students at or above national minimum standard in Number in Year 5 from 85% to 87%.
- By the end of term 3, 2013, reduce the percentage of students at or below national minimum standard in Numeracy in Year 3 from 18% to 15%.
- By the end of term 3, 2013, reduce the percentage of students at or below national minimum standard in Numeracy in Year 5 from 40% to 30%.

#### Strategies to achieve these targets include:

- Increase AP Learning Leaders time to two days per week to lead stage based teacher professional learning in conjunction with the whole school TPL plan.
- Facilitate the release of classroom teachers to meet with their Learning Leaders for strategically planned professional learning activities.
- Class based data analysis of student needs specifically drives PPLP goals and subsequent AP Learning Leaders support.
- By the end of term 3, 2013, all students will be accurately placed on the K-10 Numeracy Continuum as part of our school based tracking system.

## School priority 2 - Curriculum and Assessment

### Outcome for 2012–2014

Quality assessment informs teaching practice

#### 2013 Targets to achieve this outcome include:

- 100% of teacher professional learning and accountability practices are linked to the achievement of school targets by the end of 2013.
- 100% of teachers can articulate what quality assessment is and how this is demonstrated in their practice.
- By the end of term 3, 2013, all students (K-6) who were enrolled from the beginning of the year will demonstrate an improved ability to identify their personal learning goals.
- Increase the percentage of year 5 students who have greater than or equal to expected growth in NAPLAN Reading from 48.5% in 2012 to 53% in 2013.
- Increase the percentage of year 5 students who have greater than or equal to expected growth in NAPLAN Numeracy from 56.9% in 2012 to 60% in 2013.

#### Strategies to achieve these targets include:

- Make school targets more visible and readily accessible.
- Increase the understanding of school targets and develop a culture of ownership and accountability by all teachers.
- All professional learning will be based on the “Seven Principles of Highly Effective Professional Learning” model.
- Once per term, whole staff TPL sessions will reflect on school plan progress.
- Drawing on current research (John Hattie), TPL will be provided in student

self-assessment, quality feedback and reflection strategies.

- AP Learning Leaders will provide targeted support for staff to meet the school plan's intended outcomes with a focus on Quality Teaching and Consistent Teacher Judgement.
- Review the stage planning day agendas to ensure they reflect the school's targets.
- Professional learning for the school leadership team to develop a shared understanding of protocols for working with stage teams and reviewing available data to monitor progress towards school targets.
- The leadership team to provide continuous focus on the key ideas that drive teaching and learning.
- Teachers plot and regularly update students' progress (K-6) on the Literacy and Numeracy continuums and use this data to inform the ten-day learning cycle.

### **School priority 3 - Student Engagement and Attainment / Aboriginal Education**

#### **Outcome for 2012–2014**

Personalised support to ensure success for every student

Improved levels of community engagement and partnership

#### **2013 Targets to achieve this outcome include:**

- To improve school attendance rates in semester one 2013 from 94.09% in 2012 to 94.59% in semester one 2013.
- To reduce the number of students who have 4 or more late arrivals per term by 25%.
- Increase average parental attendance at Parent Café and P&C meetings by 25%.
- 85% of Aboriginal parents contribute to and endorse PLPs developed for their children.

- Across K-6, an average of 40% of families attend Meet the Teacher evenings and Parent Teacher interviews.

#### **Strategies to achieve these targets include:**

- Employ an additional classroom teacher to transition from the previously unsustainable strategy of two additional CRTs.
- More frequent parental contact via phone calls from the classroom teacher and follow-up letters from the Deputy Principal.
- Increase frequency of late attendance blitzes outside the front gate.
- Fortnightly, maintain newsletter and assembly messages to highlight importance of being at school on time every day.
- Maintain current strategies but increase AP Learning Leaders time to lead teacher professional learning and embed Focus On Reading.
- Deepen the teachers' understanding about how to use the literacy and numeracy continuums effectively to inform their teaching and learning programs.
- Stage 2 and 3 teachers analyse the NAPLAN growth data to target students that are not meeting expected growth.
- Teachers use student work samples as evidence of the success of their teaching.
- Teachers differentiate their teaching and learning programs to meet the needs of all students in their class from special needs through to Gifted and Talented.
- Early identification of students experiencing difficulty to determine their support needs and develop an appropriate program.
- Employ Community Liaison Officer to engage the community and strengthen home-school links.
- Aboriginal Education Celebration across our LC2 community group.



- Aboriginal students and parent's afternoon tea and tree planting.
- Develop successful partnerships with at least two new community organisations.

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

|                   |                           |
|-------------------|---------------------------|
| Amanda Amiet      | Assistant Principal       |
| Wendy Atkinson    | Assistant Principal       |
| Natalie Sheppard  | Assistant Principal       |
| Danielle Franklin | Assistant Principal       |
| Sue Hatcher       | Assistant Principal (Rel) |
| Sarah Hay         | Deputy Principal          |
| Sharna Small      | Teacher Librarian         |
| Shamila Lal       | LaS Teacher               |
| Mandy Gee         | Teacher                   |
| Mervat Khalil     | Teacher                   |
| Robbie Clark      | Teacher                   |
| Diana Stefanski   | Teacher                   |
| Karen Speechley   | Teacher                   |
| Dana Castro       | ESL Teacher               |
| Sue Mayhew        | ESL Teacher               |
| Lissette Moulos   | ESL Teacher               |
| Michelle Danne    | Teacher                   |
| Deb Marin         | P&C President             |
| Lily Aguilar      | School Captain            |
| James Marin       | School Captain            |
| Greg Way          | Principal                 |

### School contact information

Marsden Road Public School

Marsden Rd, Liverpool 2170

Ph: 9602 5579

Fax: 9821 1067

Email: marsdenrd-p.school@det.nsw.edu.au

Web: www.marsdenrd-p.schools.nsw.edu.au

School Code: 4278

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>



Performing at McHappy Day

