

# Marsden Road Public School Annual Report



2015



4278

## Introduction

The Annual Report for 2015 is provided to the community of Marsden Road 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 school 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.

Greg Way  
Principal

## School contact details:

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 background

### School vision statement

The Marsden Road Public School community collaborates to engage, teach and inspire successful, 21st Century learners, who are resilient, motivated and take pride in their achievements.

### School context

Marsden Road Public School was established in 1962 and is built on the traditional lands of the Cabrogal of the Dharug Nation. The school serves a diverse community, 87% of whom come from a language background other than English. The school is proud of its varied multicultural population, with 57 cultural backgrounds represented. Approximately 15% of our total student enrolment is made up of people who have been through the refugee experience. Approximately 67% of students have been speaking English for 3 years or less. These students are supported by additional specialist staffing.

Our dedicated teachers work collaboratively to develop and implement engaging and challenging learning programs for all students. This is achieved within a context of a positive and safe learning environment. Teachers aim to equip students with the foundation skills necessary for lifelong learning. Enrichment and extracurricular activities offered include choir, dance, drama, sport, debating, public speaking and an active environmental education group of teachers and students.

The school's core values are for students to be SAFE, to be RESPECTFUL and to be LEARNERS.

## Self-assessment and school achievements

### Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the elements of the School Excellence Framework. The school executive team led discussions between all staff members to develop a common understanding of the three domains of Learning, Teaching and Leading within the framework, and the elements of each domain. The staff then collaboratively decided on where they thought we were positioned on the framework and what evidence we had to support these decisions.

In the Learning domain we are delivering for elements Wellbeing, Curriculum and Learning and Student Performance Measures and sustaining and growing in Learning Culture and Assessment and Reporting.

In the Teaching domain we are sustaining and growing for elements Effective Classroom Practice, Data Skills and Use, Collaborative Practice and Professional Standards and delivering in Learning and Development.

In the Leading domain we are sustaining and growing for elements Leadership, School Resources and Management Practices and Processes and delivering in School Planning, Implementation and Reporting.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

We strive to achieve academic excellence for all through challenging and engaging 21st century learning experiences.

### Purpose

With high expectations we are more likely to achieve deeper student engagement and higher achievements. All students are stimulated through challenging, relevant pedagogy and content with high levels of intellectual quality.

### Overall summary of progress

Upon reflection of our whole school plan, we determined that there was a significant amount of overlap in purpose and content between strategic directions 1 and 3. To address this, a major overhaul of the strategic directions was undertaken early in 2016. As a result the strategic directions have changed substantially in look and wording but still retain the intent of our first plan. It was also clear that the improvement measures outlined would not in fact reflect the learning that had occurred. To better reflect this, new improvement measures were developed.

As a school we began to investigate the concept of 21<sup>st</sup> century skills. Staff adopted the 4Cs – communication, collaboration, critical thinking and creativity as a basis for our learning. The focus in 2015 has been on communication and collaboration, with 2016 focusing on critical thinking and creativity. Through the APLL (Assistant Principal Leading Learner) role, formative assessment, with particular emphasis on student self-assessment, was implemented across the school. Each stage focused on specific structures and language to help develop the students' understanding of how and why they self-assess.

Being a three year plan, we are still working towards achieving the improvement measures. A lot of time was spent on staff professional learning around the change in format and expectations of the new planning document and its requirements. As such we haven't seen the impact for which we had hoped.

Due to the broad nature of our improvement targets we found it impossible to attribute dollar values to them. The progress achieved in each measure is due to a wide range of strategies that cross a variety of funding sources.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Increase the percentage of students at proficiency levels in NAPLAN, based on a three year average for;		

<p><b>Reading</b> Year 3 28% (2012-2014) to 33% in 2017 Year 5 14% (2012-2014) to 19% in 2017</p> <p><b>Numeracy</b> Year 3 19% (2012-2014) to 24% in 2017 Year 5 15% (2012-2014) to 20% in 2017</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Year 3: 24% (2013-2015)</li> <li>Year 5: 11% (2013-2015)</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>Year 3: 17% (2013-2015)</li> <li>Year 5: 14% (2013-2015)</li> </ul>	
60% of Year 5 and Year 7 students achieve their expected growth in NAPLAN.	<ul style="list-style-type: none"> <li><b>Reading</b> Year 5: 41.6% Year 7: 48.7%</li> <li><b>Writing</b> Year 5: 57.9% Year 7: 67.5%</li> <li><b>Numeracy</b> Year 5: 56.6% Year 7: 67.5%</li> </ul>	
90% of students achieve a year's worth of learning, from every year's teaching, as measured along the literacy and numeracy continua.	<ul style="list-style-type: none"> <li>It became apparent that although this is a worthwhile goal, the timeframe we were working under meant we were unable to harvest baseline data with which to compare at the end of the year. A strategy has been put in place to ensure authentic data can be accessed in 2016 (see school plan 2016).</li> </ul>	
10% of students in English and Number shift from Basic to Sound as indicated in their Semester Two report.	<ul style="list-style-type: none"> <li>English - Students achieving Basic decreased from 29% to 28%</li> <li>Maths – Students achieving Basic decreased from 30% to 25%</li> </ul>	
10% of students in English and Number shift from Sound to High as indicated in their Semester Two report.	<ul style="list-style-type: none"> <li>English – Students achieving High increased from 12% to 14%</li> <li>Maths – Students achieving High increased from 15% to 18%</li> </ul>	

## Next steps

In 2016 the following processes will be used to help us achieve strategic direction 1;

**Quality Teaching:** Through effective TPL and the APLL role, we build staff capability to ensure best practice and quality teaching elements are embedded in teaching and learning programs and evident in classroom practice.

**Using Data Effectively:** Analysis and use of PLAN, NAPLAN and other classroom- based assessments informs teaching and learning cycles as an ongoing process. Individual Learning Plans are developed for students needing learning adjustments.

Personalised Learning Pathways are developed for ATSI students.

**Using Formative Assessment Practices:** Teacher and students create learning goals and success criteria for lessons (whole class, group and individual goals). Teachers and students use these as a basis for self-assessment, future planning and evidence of achievement.

**Support Staff:** Engaging Support Staff (SLSOs, Speech and OT) to up skill and/or support classroom teachers in delivering differentiated programs.

## Strategic Direction 2

Parents, teachers and students collaborate to develop confident, resilient and responsible future citizens.

## Purpose

Through parent, teacher and student partnerships, students are prepared to cope with any challenge they

face in their life so they will become positive participants and contributors to society.

## Overall summary of progress

In 2014, our school embraced the Kids Matter initiative, which has led to initiatives such as events and social media integration being put in place to help our school positively connect with the wider school community. As these initiatives were highly effective, we decided to build on and expand what was already in place to best meet both the changing needs of our community and improvement measures and aims of Strategic Direction 2.

To support the social and emotional elements of Kids Matter and Strategic Direction 2, the Kids Matter team in conjunction with the Student Engagement team created a social skills program. This aimed to promote a positive and inclusive school environment with emotionally resilient students. Videos were created to teach specific social skills and were posted onto a newly created MRPS YouTube Channel. This allowed teachers to simply access this resource at school and parents and students to access at home. The weekly social skill focus was effectively communicated to the school community by publishing it onto our Facebook page, website and newsletter. The social skills program was highly successful and according to our YouTube Channel analytics, our videos have been adopted by families both in our local community, the country and the world.

To reflect the changing communication needs of our community, a smart phone app was purchased. This now allows us to send reminders, calendar events and newsletters straight to parents' phones, updating them with important information relating to current events.

Whole school community events were also continued from the standard and purpose that the Kids Matter team set in 2014. These events took full advantage of our new communication tools and used them to positively and effectively promote each event. These events had outstanding attendance from students, parents and staff.

Continuing into 2016, wording of the Strategic Direction and its purpose has been simplified to focus our staff on what we are trying to accomplish. Improvement measures have also been refined so that they are more easily measured and achievable. Focus will be placed on maintaining the high standard of events and communication, as well as engaging parents as helpers in our classrooms and in decision-making processes.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
90% of students are able to define fairness and bullying behaviour and identify examples of each.	<ul style="list-style-type: none"> <li>Students from Years 4 – 6 completed the Tell Them From Me Survey in Term 1, 2015. The results from this survey indicated that the definition of bullying was not consistent. This was then targeted and taught in a Social Skills lesson throughout the whole school. The Tell Them From Me Survey 2016 will be analyzed in Semester 1 to see if this measure has been achieved.</li> <li>Staff, parents and students were given the opportunity to evaluate the school behavior thermometer to ensure that it best met the school community's needs. This updated thermometer was then presented to staff and students to ensure consistency and fairness throughout the whole school. Furthermore, the school behavior thermometer was included in the induction booklet for casual staff members.</li> </ul>	NA

<p>Increased participation and attendance of target audiences at all school events from 20% to 35%.</p>	<ul style="list-style-type: none"> <li>• This improvement measure was difficult to determine as target audience varies. We have listed below attendance numbers at each event. To achieve this outstanding level of attendance, events were communicated through various forms of social media, formal and in-school communication. This generated excitement and positive talk about the events, as well as keeping parents informed.</li> <li>• Easter Hat Parade 2015 - 180 parents</li> <li>• Book Parade 2015 – 170 parents</li> <li>• Carols 2015 – 400 parents and students</li> <li>• Big Breakfast &amp; Pyjama Day 2015 – 400 parents and students</li> <li>• Movie Night 2015 – 800 parents and students</li> </ul>	<p>\$4000</p>
<p>Increased usage of all forms of communication by students, teachers, parents and the community.</p>	<ul style="list-style-type: none"> <li>• To complement the school website and Facebook page, a YouTube Channel and an MRPS School App were launched to expand our avenues of communication with our school community. All four forms of communication complemented each other, which resulted in parents and students being well informed and engaged with what was happening at our school.</li> <li>• Youtube – 27 194 views, 52 939 minutes watched, 104 subscribers, 281 likes.</li> <li>• School App – 580 absent notes, android 248 ios 233 - 481 app downloads, 19 963 app opens</li> <li>• Facebook – 250 to 400 likes, posts reached an average of 100 - 500 people</li> <li>• Website – 30 498 website views</li> </ul>	<p>NA</p>
<p>Increase parent/caregiver involvement in classrooms from 20 to 40 (average two per class).</p>	<ul style="list-style-type: none"> <li>• As a result of positive interactions at school events and on social media, parents have continued to be involved in assisting teachers when and if they needed help in the classroom. In 2015 there were 26 parents who were involved in classrooms on a regular basis.</li> </ul>	<p>NA</p>
<p>Increase in the opportunities for parents/caregiver to be involved in school planning and policy decisions to 80%.</p>	<ul style="list-style-type: none"> <li>• Feedback received from parents indicated that there was not a strong desire for them to be involved in school planning and policy decisions. As a result we will continue where possible to invite parental input but have deleted this improvement measure from the 2016 school plan.</li> </ul>	<p>NA</p>
<p>70% of Stage Two and Three students and their parents participate in two, three-way conference over the year.</p>	<ul style="list-style-type: none"> <li>• The School Leadership team decided that this improvement measure was more in line with Strategic Direction 3.</li> </ul>	<p>NA</p>

## Next steps

In 2016 the following processes will be used to help us achieve strategic direction 2;

**Social and Emotional Learning:** Implement school community social skills programs/strategies underpinned by the KidsMatter initiative, establishing a common language to strengthen social and emotional learning inside and outside of the school environment.

**Engaging the Whole Community:** Engage school community as active participants within the broader community through various experiences for deeper engagement and collaboration.

**Communication:** Sustainable communication systems created with a core focus on the school app to keep staff, students and families informed.

### Strategic Direction 3

Students are nurtured as lifelong learners who co-create their learning journeys.

#### Purpose

Students, who understand the 'why' and can direct their own learning, are more likely to be motivated to achieve their learning goals. Students who demonstrate an understanding of their learning progress are more likely to understand where to go next and be motivated to get there.

#### Overall summary of progress

In 2015, a more direct focus on investigating a 'Language of Learning' and implementing authentic learning experiences was taken to improve a school-wide understanding of learning journeys. All students, parents and teachers were consulted and had a number of opportunities to engage in developing an appreciation of the values of a successful learner.

An increased number of surveys were used and analysed to prepare for the implementation of 'MRPS Language of Learning' planned in 2016. Overall, most participants in the surveys stated that a language of learning must include a focus on being proactive, being positive and striving to build understanding.

Lesson observations were completed in all Stages, focusing on the use of Learning Intentions and Success Criteria (LISC). Following the classroom observations and whole staff professional learning, the implementation of LISC was delayed in order for teachers to develop confidence in providing explicit success criteria for all tasks, across all Key Learning Areas.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Students, parents and teachers can articulate a shared understanding, using a common language about what matters most in developing and being a successful learner.	<ul style="list-style-type: none"> <li>Students, parents and teachers were consulted and surveyed regarding the focus question; 'What matters most in developing and being a successful learner?'</li> <li>Teachers were used as inspirational guest speakers to demonstrate how setting goals and having high expectations leads to success.</li> </ul>	NA
Each child sets their own learning goals, increasingly identifies as being the leader of their own learning and can describe what that means to them using the 'MRPS	<ul style="list-style-type: none"> <li>Student feedback was collected from forums, class discussions and surveys, about: the value of setting goals; using success criteria to monitor and reflect on set goals; the value of celebrating achieved goals; the proposal for expanding the awards program to include Learning Habits.</li> </ul>	NA

Language of Learning’.		
80% of students, their parents and their teachers report positively on the benefits of collaborative, three-way interviews twice a year and are happy to share responsibility in each child’s learning journey.	<ul style="list-style-type: none"> <li>▪ School Professional Learning in Semester 1 2016 will engage staff in the exploration of best practice for three-way interviews. This preparation will aid implementation of scaffolded three-way interview, in Semester 2, 2016.</li> </ul>	NA
100% of programs include increased opportunities for open-endedness in learning tasks.	<ul style="list-style-type: none"> <li>▪ School Professional Learning in Semester 2 2016 will engage staff in the exploration of best practice for open-endedness in learning tasks. This preparation will enable 100% of programs to included increased opportunities for open-ended learning tasks in 2017.</li> </ul>	NA
Every class will experience at least one authentic learning experience each semester involving part of the community.	<ul style="list-style-type: none"> <li>▪ Audits and professional conversations focused on the Quality Teaching Framework and the important of developing explicit success criteria to improve student learning.</li> <li>▪ Teachers developed a deeper understanding of providing explicit success criteria for task, across all KLAs, so students understand how to be successful.</li> </ul>	NA
Student voice is evident in all school events and school plans, including whole school and committee plans.	<ul style="list-style-type: none"> <li>▪ Student voice was evident through: the Student Representative Council; student action teams; school planning and implementation of school events; a student aspect of the newsletter and social media outlets.</li> </ul>	NA

## Next steps

As mentioned in strategic direction 1, we determined that there was a significant amount of overlap in purpose and content between strategic directions 1 and 3. To address this, a major overhaul of the strategic directions was undertaken early in 2016. As a result the strategic directions changed substantially in look and wording, but retained the essence of that which had come before. It was also clear that the improvement measures outlined could not in fact reflect the learning that occurred. To better reflect this, new improvement measures were developed. In 2016 the following processes will be used to help us achieve strategic direction 3;

**Understanding and Implementing 21st Century Skills:** The 4Cs are adopted as a framework for understanding 21st century skills (teaching, learning and literacies). The syllabus Key Capabilities and Priority Areas are understood and used by all teachers to plan and implement lessons in all Key learning Areas

**Understanding and developing a Growth Mindset:** Through effective TPL, staff adopts a Growth Mindset philosophy, understanding its impact on motivation and achievement. Teachers create an environment in their classroom where growth mindset is the norm. Growth mindset philosophy manifests in students, by them focusing on improvement through effort, rather than how smart they are. Successful learners set goals and plan how to achieve their goals to the best of their ability.

**Understanding and developing the skills necessary to be a life-long learner:** Staff and students develop a shared understanding of the 7 Habits of Happy Kids (based on Covey’s work). A common language is adopted across the school to talk about the life skills of being proactive, goal setting, priority setting, active citizenship, empathetic understanding, collaboration and life balance.



## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background funding</b></p> <p>Aboriginal Education Committee members regularly attended AECG meetings as well as professional and community networks.</p> <p>All Aboriginal families were invited to Aboriginal Education committee meetings to allow them to contribute their ideas and be involved in making decisions for various Aboriginal events, such as NAIDOC week and the use of funds and resources.</p> <p>Aboriginal students from Marsden Public School, as well as Aboriginal students from across South West Sydney, participated in the Beanie Project.</p> <p>All Aboriginal students and parents attended the LC2 Aboriginal Education Achievement Ceremony at Lawrence Hargrave School.</p> <p>Students in year 5 and 6 participated in a public speaking program called Yarn Up.</p> <p>In 2015, Personalised Learning Plans were completed, implemented and evaluated each term, improving the home-school link between school, these students and their families.</p> <p>In terms 3 and 4 the school employed an Aboriginal SLSO.</p>	<p><b>Impact</b></p> <p>Strong partnerships and collaborations were made between schools in and around our community, as well as Aboriginal families, the local AECG and Aboriginal community organisations.</p> <p>In the Beanie Project students decorated beanies in ways that reflected their personal identity as an Aboriginal student.</p> <p>At this event students had their 2015 achievements recognised.</p> <p>Students developed skills in impromptu speaking, public speaking, debating and they received positive feedback for their performance.</p> <p>Individual learning goals were developed, implemented and evaluated with the support of teachers, family members, students and our Aboriginal SLSO.</p> <p>Individual support was provided for Aboriginal students.</p>	<p>\$10,229 (Flexible)</p> <p>\$5,535 (Norta Norta)</p>
<p><b>English language proficiency funding</b></p> <p>Bringing EAL/D specialist knowledge when creating programs across all KLAs. This has a focus on vocabulary development and moving them through the mode continuum (BICS to CALP).</p> <p>Collaborative teaching and ongoing collegial discussions.</p> <p>Strengthening English language support for EAL/D students at key transition points by providing targeted NAP</p>	<p>Through collaborative teaching, teachers are able to provide differentiated and targeted programs to meet the needs of EAL/D students in a mainstream setting.</p> <p>Classroom teachers were upskilled in EAL/D pedagogy. This is also shown through collaborative phasing of students.</p> <p>Increased student engagement and participation in class, demonstrated by students' enthusiasm in class and their</p>	<p>\$301,503 (Staffing)</p> <p>\$4,592 (Flexible)</p>

support for infants and primary	ability to initiate when assistance is required	
<p><b>Targeted students support for refugees and new arrivals</b></p> <p>Use of resources has allowed the operation of Stage 1 and Stage 2/3 NAP classes, providing targeted support for three hours per week, with the additional support of an Ethnic SLSO.</p>	<p>The New Arrivals Program allows students to settle in and adjust to a new learning environment in a small supportive setting. This allows them to transition into the school community, as NAP provides support academically and socially.</p> <p>Students have improved in their literacy skills through the provision of survival language (Basic Interpersonal Communication Skills – BICS), allowing them to communicate within their classes.</p>	\$45,932 (Staffing)
<p><b>Socio-economic funding</b></p> <p>Technology Teacher (\$100k)</p> <p>Additional LaS Teacher (\$100k)</p> <p>SLSO x 3 (150k)</p> <p>CLO (\$31k)</p> <p>Speech (\$73,320)</p> <p>OT (\$42,900)</p> <p>Staff PL via APLL (\$112k)</p> <p>Class size (Additional teacher) (\$100k)</p>	<p>Outstanding success. Technology teacher gave a high level of in class support that empowered teachers to adopt technology more into their daily practice. E.g. stage 3 BYOD program developed and trialed.</p> <p>LaS teacher provided additional support for identified students – focusing on reading with the “D” students.</p> <p>Provided in class support for a range of students and programs. E.g. mini-lit and multi-lit. Work one on one with identified students.</p> <p>Encouraged parent and community involvement through providing a range of engaging parent centred courses that upskilled the parents. Ran a playgroup for preschoolers.</p> <p>Supported K-2 students and upskilled staff with Speech strategies to use in the classroom.</p> <p>Supported Kindergarten and Year 1 students and upskilled staff with OT strategies to use in the classroom.</p> <p>Targeted teacher professional learning focused on stage based needs. Used to help staff complete lesson observations, program supervision, PDPs. Delivered formative assessment TPL in a more personalized approach.</p> <p>Enabled us to have seven classes in stage 3 avoiding a cross stage class and allowing a better pupil teacher ratio for their last years of primary education.</p>	\$685,713
<p><b>Low level adjustment for disability funding</b></p> <p>SLSO x 1.5 (\$73,880)</p> <p>Parents and their child were</p>	<p>Provided in class support for a range of students and programs.</p> <ul style="list-style-type: none"> <li>increased the level of student</li> </ul>	\$73,880

<p>encouraged to be a stakeholder in the development and application of a Personalised Learning Plan (PLP). Their inventory in regards to goal setting to achieve access to the curriculum in the mainstream setting was pivotal to successful outcomes.</p> <p>Targets and goal setting regarding participation and engagement levels were measured and time bound. For example; a student may have an expectation that he/she will readily engage in lessons by an increase of 50% by the end of a 10 week intervention. Strategies related to the goal were negotiated and within student capabilities and also within support staff time and expertise.</p> <p>Classroom teachers would use their RFF to draft and co-author Personalised Learning Plans with the school based Learning and Support Teacher, ensuring all components of the Disability Standards Act applicable to the student were met. The Learning and Support Teacher would also model strategies recommended in the Personalised Learning Plan for the Classroom Teacher where appropriate.</p> <p>Identified students of need have access to specialist teachers that collegially work with their Classroom Teachers to increase their access to curriculum via interest based learning that also incorporates individualised strategies such as sensory regulation, working memory and executive functioning. Outside agencies such as speech pathologists, occupational therapists and paediatricians that forwarded school based recommendations were consulted.</p>	<p>participation and engagement in learning</p> <ul style="list-style-type: none"> <li>• improved student learning outcomes</li> <li>• improved professional learning programs to address learner diversity in classrooms, including the provision of support for teachers in recognising and responding to students' additional learning needs</li> <li>• enhanced student access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services</li> </ul>	
<p><b>Support for beginning teachers</b></p> <p>We had no eligible for funding beginning teachers as defined by the DEC.</p>		
<p><b>Other school focus areas</b></p>	<p><b>Impact achieved this year</b></p>	<p><b>Resources (annual)</b></p>

## Mandatory and optional reporting requirements

### Student information

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

#### Student enrolment profile

Gender	2010	2011	2012	2013	2014	2015
Male	272	281	288	288	285	316
Female	324	318	346	356	379	354

#### Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	95.5	93.9	94.2	94.1	94.9	93.7
	1	94.5	93.4	93.7	94.0	95.3	92.8
	2	95.0	94.3	93.5	95.5	94.7	94.3
	3	95.1	94.5	94.4	94.7	95.7	93.2
	4	94.9	94.8	95.4	95.0	94.5	94.6
	5	95.1	94.8	95.1	94.3	95.3	93.4
	6	93.8	93.6	95.2	94.1	94.7	93.5
	<b>Total</b>	<b>94.9</b>	<b>94.2</b>	<b>94.5</b>	<b>94.5</b>	<b>95.0</b>	<b>93.6</b>
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

#### Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	4.0
Head Teacher(s)	0
Classroom Teacher(s)	21.0
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	2.0
Teacher Librarian	1.2
Teacher of ESL	3.0
School Counsellor	0.4

Position	Number
School Administrative & Support Staff	10.662
Other positions	6.276
Total	51.378

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There is one staff member at Marsden Road Public School who identifies as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	16

### Professional learning and teacher accreditation

Of the teachers currently identified by Board of Studies and Education Standards (BOSTES) as being a part of the Marsden Road PS staff, 10 are working towards their accreditation at Proficient and 25 are maintaining their accreditation as Proficient. No teachers sought voluntary accreditation at Highly Accomplished or Lead.

In 2015, all staff co-created Professional Development Plans (PDPs) with their supervisors, in which they identified areas to focus their own learning. These plans formed the basis of individual teacher's professional learning pursuits. A total of \$42,741.33 was spent on teacher professional learning, averaging at \$949.81 per teacher.

We also ran the Assistant Principal Leading Learner (APLL) program across all stages. This program enabled stage supervisors to tailor professional learning needs to their stage's needs. The topics covered included; TEN and TOWN updates (Numeracy programs), ICT upskilling, Writing program updates, unpacking the new Science and History syllabuses and embedding formative assessment into classroom practice. The overall budget of \$112,000, with an average of \$2,488.89 per teacher, was taken from our RAM low socio-economic funding.

Staff development days covered a range of topics including; Kidsmatter (social and emotional learning), CPR and anaphylaxis training, Child Protection updates, new syllabus (Science, and History) implementation, understanding the Cross-Curriculum Priorities in the new syllabuses and formative assessment.

## Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

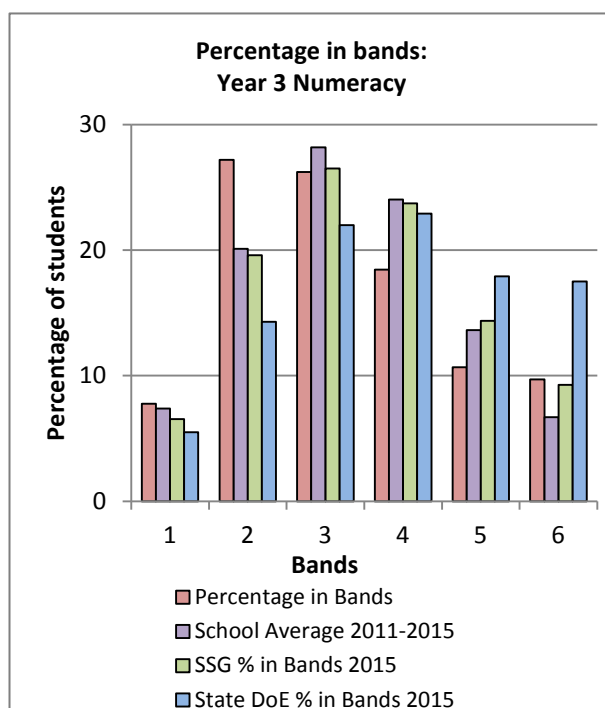
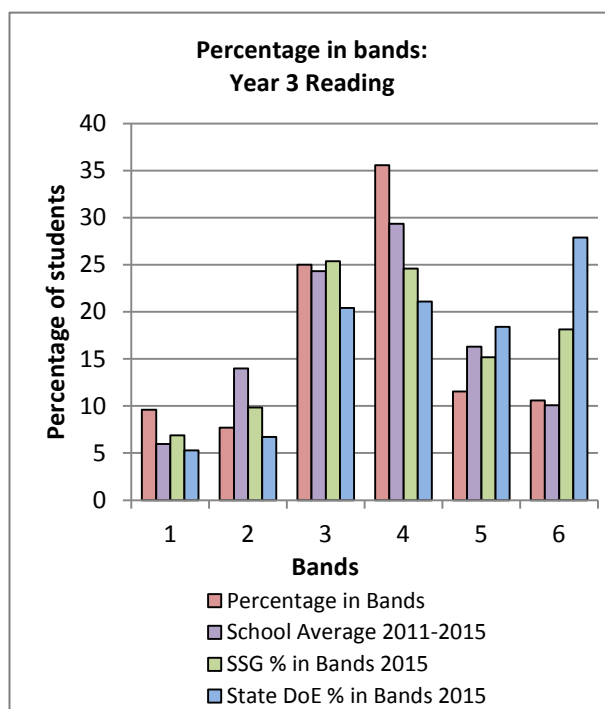
Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	1050879.88
Global funds	376961.73
Tied funds	938784.84
School & community sources	147136.45
Interest	26289.95
Trust receipts	23491.35
Canteen	0.00
<b>Total income</b>	<b>2563544.20</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	16814.65
Excursions	31210.38
Extracurricular dissections	69085.14
Library	6974.32
Training & development	2605.69
Tied funds	931102.61
Casual relief teachers	155294.87
Administration & office	90106.10
School-operated canteen	0.00
Utilities	45755.07
Maintenance	42200.13
Trust accounts	27039.93
Capital programs	197077.36
<b>Total expenditure</b>	<b>1615266.25</b>
<b>Balance carried forward</b>	<b>948277.95</b>

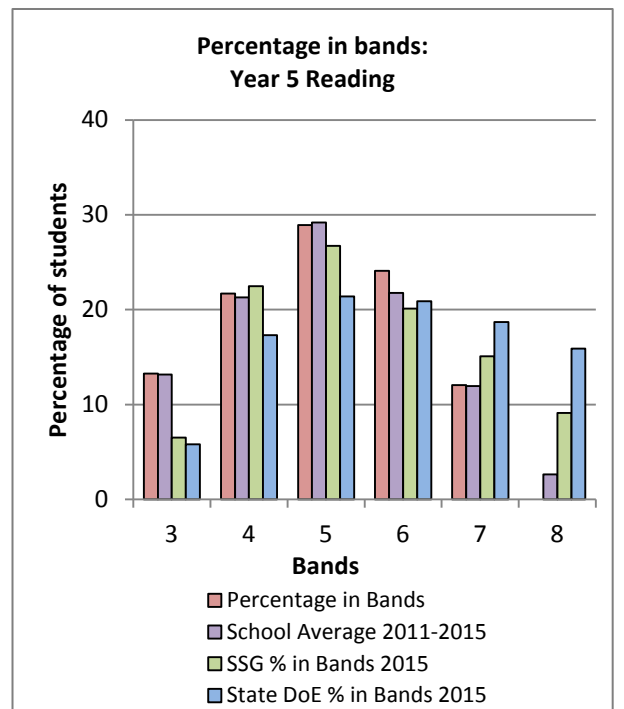
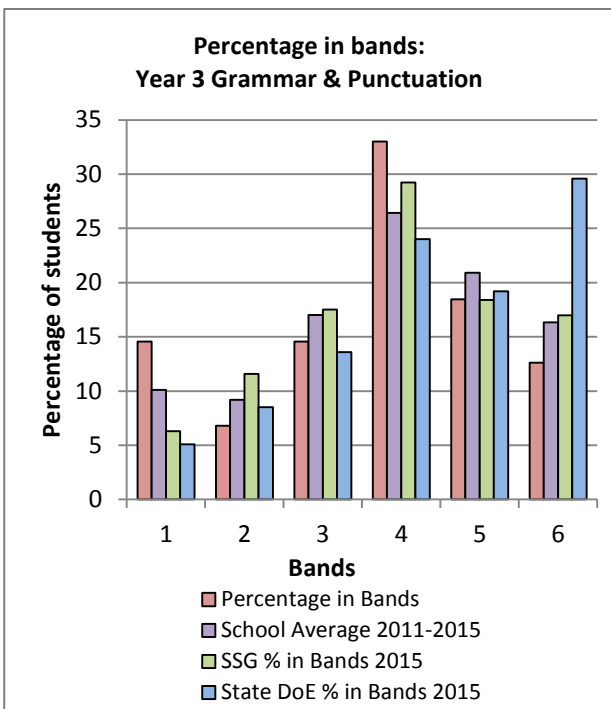
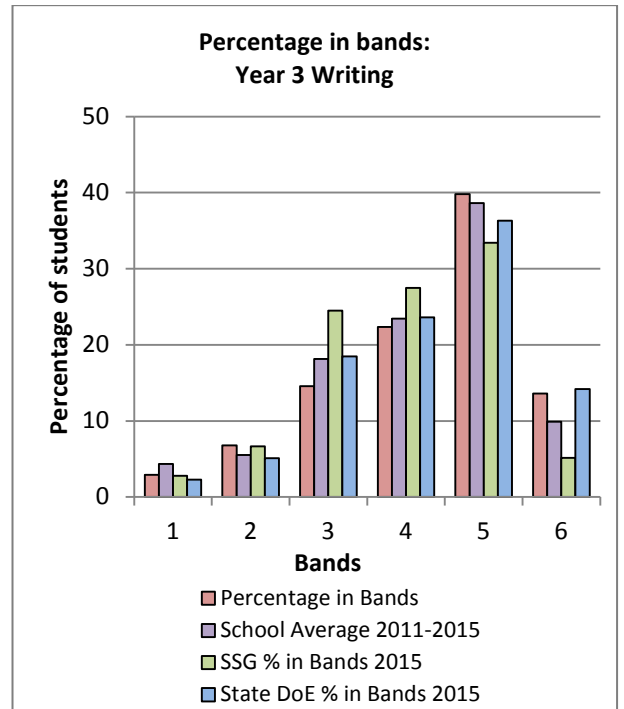
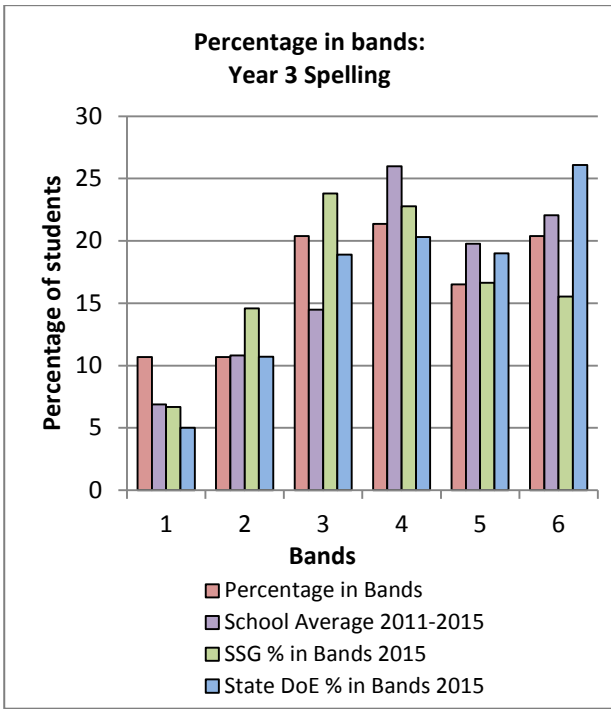
## School performance

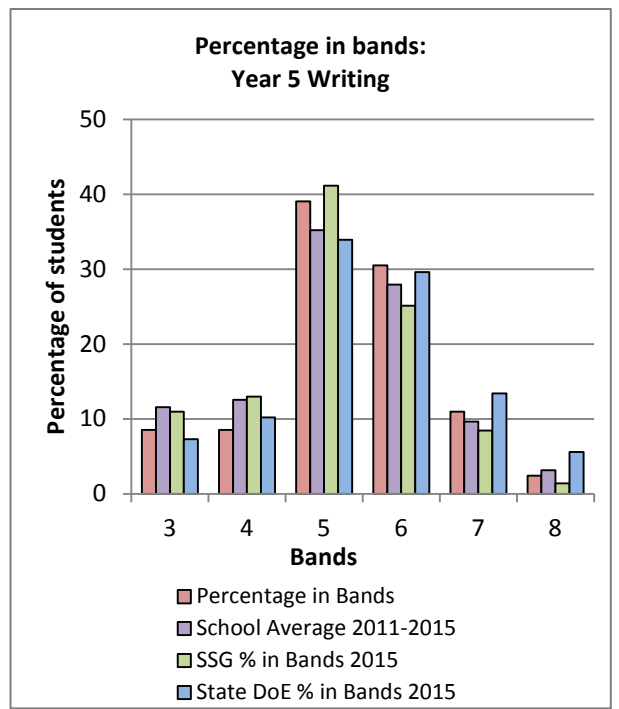
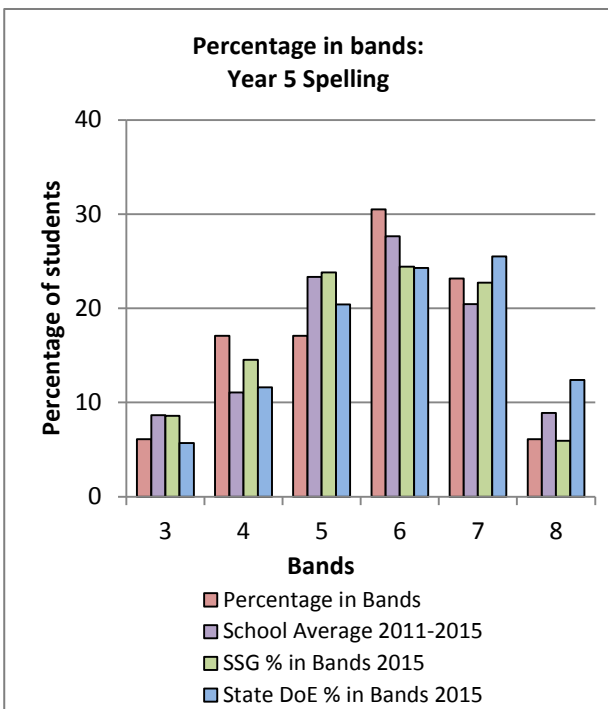
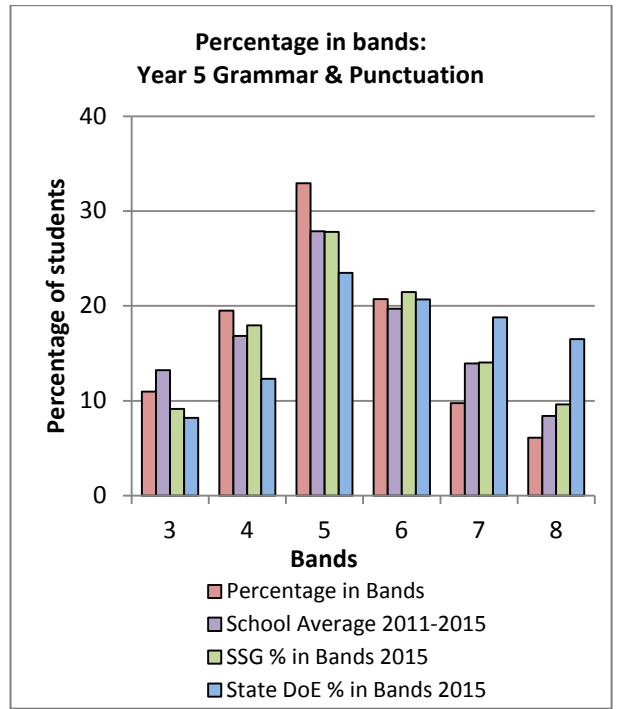
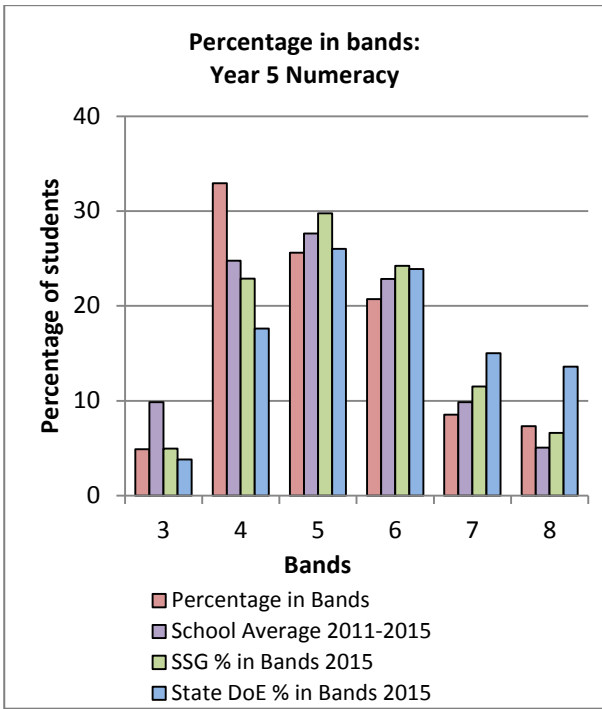
### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.







## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Using the Tell Them From Me Parent Survey, parent responses were averaged and reported on a scale of 1 – 10.

### Parents felt welcome at our school

- I feel welcome when I visit the school. 7.8
- I can easily speak with my child's teachers. 8
- I am well informed about school activities. 8
- Teachers listen to concerns I have. 7.6
- I can easily speak with the school principal. 7.7
- Written information from the school is in clear, plain language. 8.5
- Parent activities are scheduled at times when I can attend. 6.4
- The school's administrative staff are helpful when I have a question or problem. 8.1

### Parents were well informed

- Reports on my child's progress are written in terms I understand. 7.6
- If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.8
- I am well informed about my child's progress in school subjects. 7.6

### Parents at Marsden Road Public School support learning at home

- Encourage your child to do well at school 8.2
- Take an interest in your child's school assignments 7.3

### Support for learning at Marsden Road Public School

- Teachers have high expectations for my child to succeed. 8.2
- Teachers show an interest in my child's learning. 7.6
- My child is encouraged to do his or her best work. 8.5
- Teachers take account of my child's needs, abilities, and interests. 8
- Teachers expect homework to be done on time. 8.7
- Teachers expect my child to work hard. 8.3

### Support for positive behaviour at Marsden Road Public School

- Teachers expect my child to pay attention in class. 8.5
- Teachers maintain control of their classes. 7.9
- My child is clear about the rules for school behaviour. 9.1

- Teachers devote their time to extra-curricular activities. 7.5

### Safety at Marsden Road Public School

- Behaviour issues are dealt with in a timely manner. 7.9
- My child feels safe at school. 8.4
- My child feels safe going to and from school. 8.4
- The school helps prevent bullying. 7.8

### Inclusion at Marsden Road Public School

- Teachers help students who need extra support. 8.3
- School staff create opportunities for students who are learning at a slower pace. 7.7
- Teachers try to understand the learning needs of students with special needs. 8.1
- School staff take an active role in making sure all students are included in school activities. 8.1
- Teachers help students develop positive friendships. 8

### Tell Them From Me student survey measures 20 indicators based on the most recent research on school and classroom effectiveness.

Students with a positive sense of belonging feel accepted and valued by their peers and by others at their school:

- 81% of students in this school had a high sense of belonging; the NSW DEC norm for these years is 81%.
- 77% of the girls and 86% of the boys in this school had a high sense of belonging. The NSW DEC norm for girls is 81% and for boys is 81%.

Students with positive relationships have friends at school they can trust and who encourage them to make positive choices:

- In this school, 84% of students had positive relationships; the NSW DEC norm for these years is 85%.
- 84% of the girls and 85% of the boys in this school had positive relationships. The NSW DEC norm for girls is 88% and for boys is 83%.

Students that value schooling outcomes believe that education will benefit them personally and economically, and will have a strong bearing on their future:

- 96% of students in this school valued School Outcomes; the NSW DEC norm for these years is 96%.



- 98% of the girls and 94% of the boys in this school valued School Outcomes. The NSW DEC norm for girls is 97% and for boys is 94%.

Students with positive homework behaviours do homework for their classes with a positive attitude and in a timely manner:

- In this school, 68% of students had positive homework behaviours; the NSW DEC norm for these years is 74%.
- 74% of the girls and 61% of the boys in this school had positive homework behaviours. The NSW DEC norm for girls is 82% and for boys is 65%.

Students with positive behaviour at school do not get in trouble at school for disruptive or inappropriate behavior:

- In this school, 90% of students had positive behaviour; the NSW DEC norm for these years is 83%.
- 97% of the girls and 81% of the boys in this school with positive student behaviour at school. The NSW DEC norm for girls is 91% and for boys is 75%.

Students who are interested and motivated in their learning:

- 81% of students in this school were interested and motivated; the NSW DEC norm for these years is 78%.
- 82% of the girls and 79% of the boys in this school were interested and motivated. The NSW DEC norm for girls is 83% and for boys is 73%.

Positive Teacher-Student Relations - Students feel teachers are responsive to their needs, and encourage independence with a democratic approach:

- In this school, Positive Teacher-Student Relations were rated 8.5 out of 10; the NSW DEC norm for these years is 8.4.
- In this school, Positive Teacher-Student Relations were rated 8.7 out of 10 by girls and 8.2 out of 10 by boys. The NSW DEC norm for girls is 8.6 and for boys is 8.2.

## Policy requirements

### Aboriginal education

All teachers participated in professional learning to promote quality teaching and ensure that the inclusion of Aboriginal perspectives was embedded within all KLAs through cross-curriculum priority

areas. Professional learning was delivered to teachers and followed up to improve all teachers' professional knowledge and practice at our school. All students at Marsden Road Public school also participated in cultural lessons, delivered by our Aboriginal SLSO, which were designed to educate students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

### Multicultural Education and Anti-racism

We celebrate many special days across the year with Harmony day being of particular importance in our school. Where appropriate, teaching and learning programs help foster the students' understanding of cultural diversity and active citizenship within a democratic, multicultural society. Specific units of work across the stages have also reflected the intentions of the cross curriculum priority of Asia and Australia's engagement with Asia.

Reflecting the culturally diverse nature of our school, Marsden Road offers Special Religious Education (SRE) classes for Christians (Catholic, Protestant and Orthodox), Mandaens, Muslims, Buddhists and Hindus as well as providing a non-scripture group each week.

As the major non-English speaking group of parents in our school are Arabic speaking, we translate many notes and parts of the newsletter into Arabic. We also have 3 Arabic speaking School Learning and Support Officers (SLSOs) who very often translate for parents and teachers. During times of parent teacher interviews, we employ translators for any language needed by our parents.

Our school library has a growing section of bi-lingual books in many different languages, which can be borrowed by any of our students.

Marsden Road has a total of 5 trained Anti-Racist Contact Officers (ARCOs) and 1 executive ARCO. They responded to a very small number of racist incidences and counselled both students and teachers through the process to ensure fairness and tolerance were understood and expected in the future.

### Other school programs

- Student leadership

In 2015, Marsden Road Public School successfully ran 5 Student Action Teams which saw the involvement of students from grades 3 – 6. These 5 Student Actions Teams included the:

- Energy Saving Student Action Team
- Lost Property Student Action Team

- Canteen Monitoring Student Action Team
- Goal Setting Student Action Team
- Recycling Student Action Team

With each Student Action Team having collaboratively established their own individual vision, the responsibilities which came as part of the students' involvement in such internal programs therefore differed also. Some examples of such responsibilities include:

- Students' commitment to attending weekly meetings to discuss projects' progress
- Taking turns to check classrooms to help ensure that lights are always turned off so that energy is conserved
- Designing and developing badges and certificates to present to the rest of the school
- Writing and presenting speeches during the K-2 and 3-6 weekly assemblies
- Publishing newsletter articles on a fortnightly basis
- Sorting through lost property items
- Carrying out canteen line monitor duties during recess and lunch
- Collaboratively writing goals which align with the School's Strategic Directions
- Checking bins to ensure that the right wastes have been placed in the right bins.

Student feedback in regards to their involvement in the Student Action Teams have revealed that 86% of the students who were involved in 2015 will be more than happy to consider re-joining again in 2016. Upon student reflection, they have shared that through their involvement in the Student Action Teams, they have enjoyed being given the opportunity to work with their friends outside a classroom setting, confidence in public speaking has increased due to their direct involvement in giving out awards and presenting speeches during weekly assemblies and finally – successfully achieving a sense of leadership by fulfilling one's own duties which comes as being part of a group of students who are genuinely committed to helping and making a difference within the school.

The SRC (Student Representative Council) was used as a platform for students to voice their needs and share their concerns about programs and practices across the school. For the first time, 2015 welcomed year two students to join the SRC as voices for the infants sector of our school. Students continued to

think about the needs of people around our community and the world through fundraising opportunities including Pyjama Day and Harmony Day and collected 42 shoeboxes full of gifts for Samaritan's Purse to be sent to children in less privileged countries.

- Environmental education and sustainability

Green Team consists of 24 children from years 3-6 who volunteer their time to care for our school environment. They meet once a week at lunch to work in either the vegetable garden or the rainforest garden. In the vegetable garden they prepare the soil, plant and care for vegetables and then take them home. In the rainforest they plant, prune, water and maintain the garden. They also care for other small gardens around the school.

- Family and community programs

The Student Engagement Committee consists of staff members representing each Stage at Marsden Road Public School. The central aim of the Student Engagement Committee is to increase and promote positive relationships between each component of our School Community, including, students, parents, staff and local businesses.

In order to achieve this, the Student Engagement Committee strives to hold a Community Event each term, inviting members of the School Community to participate.

The following events were held in 2015, Pyjama Day and Pancake Day, Movie Night (which has become an annual event) and Carols Night.

- Achievements in the arts and sport.

During 2015, continued to be engaged in learning across The Arts and Sport. PSSA (Primary Schools Sporting Association) continued to run in our school with noticeable growth in the number of participants in both Summer and Winter Sports which included; Touch Football, Newcombeball, Softball, Tee-Ball, Rugby League, Netball and Soccer. Students continued to develop skills in these sports whilst also displaying sportsmanship and respect for schools in the Liverpool district when doing so. Marsden Road continued to offer Sporting Schools, a free community based sporting program to engage students in physical activity reaching over 100 students each term. This year, we welcomed the Liverpool Sporting Association to improve fundamental movement skills in basketball and had an orienteering course mapped of our school playground. One of our greatest achievements in sport was the addition of a multi-purpose sports court and updating of the school's sporting

equipment to promote student participation and engagement in sport.

In 2015, Marsden Road were invited to participate in a pilot trial of the Physical Literacy Continuum. 2DM, 3V and 4C participated in the trial which focused on the development of skills in cooperation & communication, conflict resolution, inclusion and safety. Students developed new skills, set goals and met self-imposed learning objectives through physical activity. The initiative will be available to all students in 2016.

Other sporting events that were held in 2015 included: Premier's Sporting Challenge, Cross country, Swim Scheme, Athletics Carnival, Milo Cricket, 20/20 Blast, Gala Days, Sporting teams' visits and students represented MRPS at both Zone and Regional level.

Students were provided with numerous opportunities to engage in the arts through the extra-curricular groups including; Senior Dance, Junior Dance, Boys Dance, Kindy Dance Choir, Signing choir and for the first time a Bollywood dance group. Students from all of these groups represented Marsden Road at LAaFF (Liverpool Arts and Film Festival), a showcase displaying the talents of students in The Arts from schools across the Liverpool District.

2015 again welcomed 'Footsteps' dance company specialising in dance and movement programs for children. All Marsden Road students had the opportunity to participate in this program which engaged students in learning and refining their skills in dance.

In Visual Arts, we conducted an ANZAC art display in the school hall, featuring works from all students, to commemorate the 100 year anniversary of ANZAC Day. In addition, Marsden Road was selected to participate in the NBN (National Broadband Network) Connect Project aiming to promote the introduction of the NBN into the Liverpool district through children's artwork. Selected students from Stage 3 spent 2 days in Westfield Liverpool creating three-dimensional artworks representing how the internet influenced their lives. The artworks were displayed in the shopping centre and featured in an article in the local newspaper.