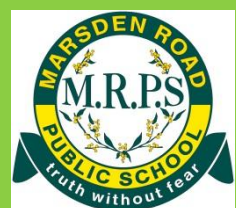




Education &
Communities

Marsden Road Public School Annual School Report 2014



4278

School context statement

In 2014 Marsden Road Public School had a population of 662 students with 87% of students from language backgrounds other than English, many who are newly arrived refugees. The school had 26 classes organised into stage teams led by four Assistant Principals. The education of these students was supported by the equivalent of 4.8 English as an Additional Language/Dialect (EAL/D) teachers, two full-time Learning and Support Teachers (LAS), two Reading Recovery teachers, four full-time School Learning Support Officers (SLSOs), a full-time School Learning Support Officer Ethnic (SLSOE), two days per week school counsellor and a full-time teacher librarian. The staff is comprised of a relatively stable mix of both experienced and early career teachers, with 18 of the 40 teaching staff being new scheme teachers. The administration staff is a very experienced team with extensive knowledge of and connection to the local community.

The school is a dynamic learning community with dedicated staff committed to continual improvement of learning outcomes through quality teaching practices and programs. The school is now participating in the Low Socio-economic Status School Communities National Partnership. The staff utilise a collaborative team approach. School priorities are: literacy and numeracy; curriculum and assessment; and student engagement and attainment/Aboriginal education. The school, its students and their families enjoy a positive interrelationship. Our school's Parents and Citizens' Association (P&C) meets monthly to provide parents with an opportunity to discuss the school's operation, its student learning programs and student welfare.

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
Male	272	281	288	288	285
Female	324	318	346	356	379

Student attendance profile

	Year	2010	2011	2012	2013	2014
School	K	95.5	93.9	94.2	94.1	94.9
	1	94.5	93.4	93.7	94.0	95.3
	2	95.0	94.3	93.5	95.5	94.7
	3	95.1	94.5	94.4	94.7	95.7
	4	94.9	94.8	95.4	95.0	94.5
	5	95.1	94.8	95.1	94.3	95.3
	6	93.8	93.6	95.2	94.1	94.7
	Total	94.9	94.2	94.5	94.5	95.0
State DEC	K	94.7	94.7	94.3	95.0	95.2
	1	94.2	94.2	93.9	94.5	94.7
	2	94.4	94.2	94.2	94.7	94.9
	3	94.5	94.4	94.4	94.8	95.0
	4	94.5	94.3	94.3	94.7	94.9
	5	94.4	94.2	94.2	94.5	94.8
	6	94.0	93.8	93.8	94.1	94.2
	Total	94.4	94.3	94.2	94.7	94.8

Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22
Teacher of Reading Recovery	0.815
Learning and Support Teacher(s)	2.3
Teacher Librarian	1.2
Teacher of ESL	4.8
Primary Teacher RFF	1.176
Primary Part Time	1.1
School Counsellor	0.2
School Administrative & Support Staff	4.062
Total	43.653

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

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

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	20

Professional learning and teacher accreditation

Teacher Professional Learning funds are allocated to all schools annually. In 2014 the school received \$26830 from the Department to support the implementation of school improvement targets and priorities. This was reflected in the commitment of all staff to continuous training and development to improve the quality of school programs and support student achievement of outcomes.

- Staff members new to Marsden Road in 2014 were given Focus on Reading training.
- All staff members were trained in the numeracy programs TEN (K1-2) or TOWN (3-6) by our school facilitators.
- Guided Reading and Reading Recovery strategies were addressed at stage team meeting sessions.
- The school leadership team worked with individual teachers to develop professional learning plans to support quality teaching. The plans are linked to the Professional Teaching Standards and the annual Teacher and Executive Assessment Reviews.
- Staff was trained in accessing and analysing NAPLAN data.
- Uses for iPads were presented at whole staff and stage professional development meetings.
- Staff updated their Cardio-Pulmonary Resuscitation accreditation.
- The Literacy team introduced professional learning to support the introduction and implementation of the NSW K-6 English Syllabus for the Australian Curriculum.

Beginning Teachers

All beginning teachers at Marsden Road Public School engaged in high quality programs to support their successful entry into the teaching profession. An Early Career Teacher is defined by the NSW DEC as a teacher in their first three

years of teaching. At Marsden Road Public School we extended support to teachers within their first five years of teaching or who were in their first cycle of maintaining accreditation. In 2014 an Early Career Support Role was formed. This position was five days a week and focused on providing individualised support to the 23 beginning teachers at Marsden Road Public School in curriculum, management and interpersonal skills to build effective school partnerships. The nature of the professional learning received by the teachers was negotiated with the Early Career Support Teacher. Models of delivery included:

- Teacher conferencing
- Team teaching
- Resource selection and location
- Structured reflections
- Lesson observations and feedback
- Demonstration lessons
- Career development support
- Feedback sessions on accreditation submissions

All beginning teachers were provided with regular opportunities to meet with both the Assistant Principals and the Early Career Support Teacher to analyse the teaching standards; map and annotate evidence to demonstrate the achievement of these standards and identify future goals and needs. School-based workshops were also delivered by experienced teachers, focusing on the procedures of gaining and maintaining accreditation. Additional support was also provided for teachers who were maintaining their accreditation. They were involved in conferences to reflect on the standards and their training with the Early Career Support Teacher.

The Early Career Support teacher investigated Teacher Professional Learning Opportunities for beginning teachers which aligned with their goals. Professional learning items focused on classroom and behavior management; strategies to build student engagement; collaborative professional practices within the school and building productive relationships with parents and caregivers.

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	30/11/2014
Income	\$
Balance brought forward	529454.61
Global funds	334571.78
Tied funds	934523.69
School & community sources	146952.04
Interest	24886.79
Trust receipts	42034.80
Canteen	0.00
Total income	2012423.71
Expenditure	
Teaching & learning	
Key learning areas	13920.01
Excursions	46765.01
Extracurricular dissections	40083.21
Library	5427.50
Training & development	593.10
Tied funds	549119.28
Casual relief teachers	133799.03
Administration & office	63678.29
School-operated canteen	0.00
Utilities	47968.75
Maintenance	40144.68
Trust accounts	20044.97
Capital programs	0.00
Total expenditure	961543.83
Balance carried forward	1050879.88

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

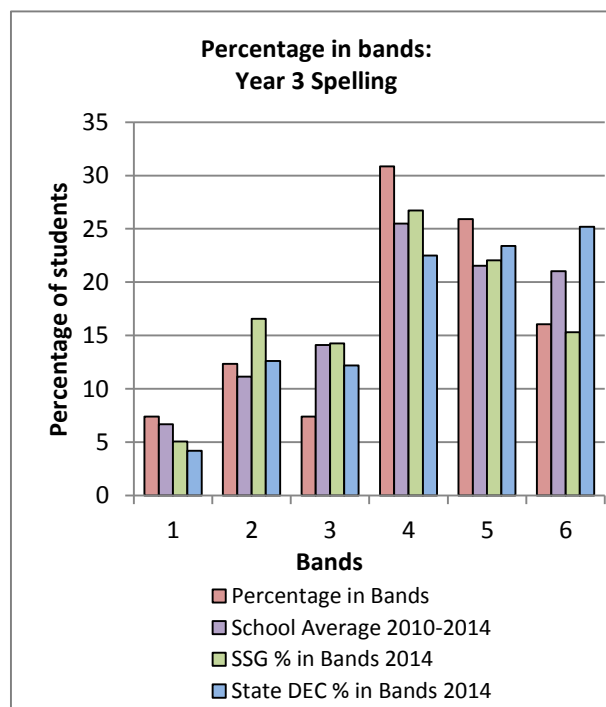
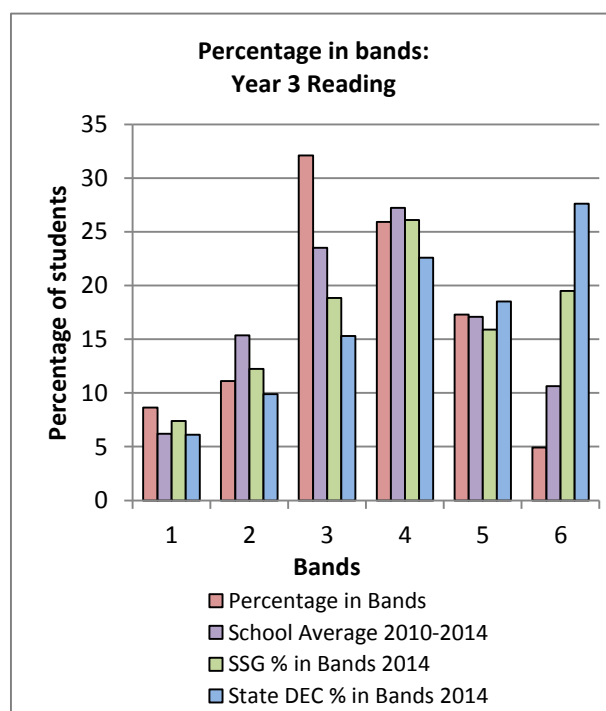
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

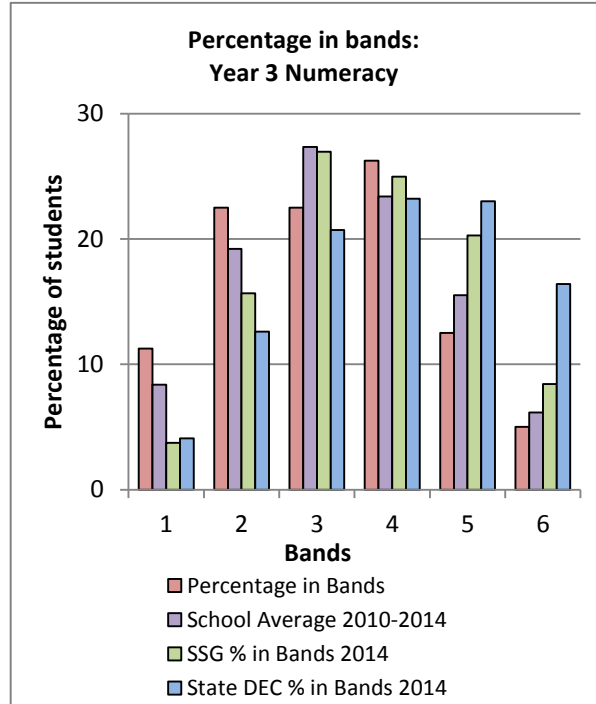
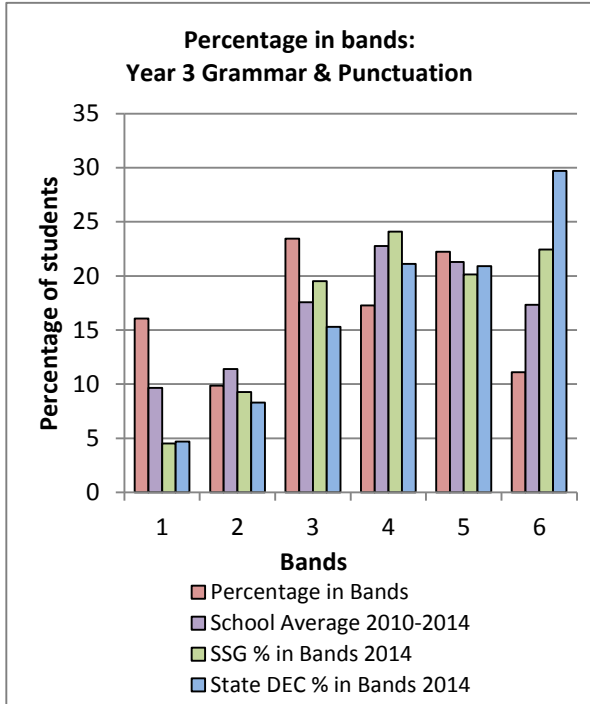
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Alternatively:

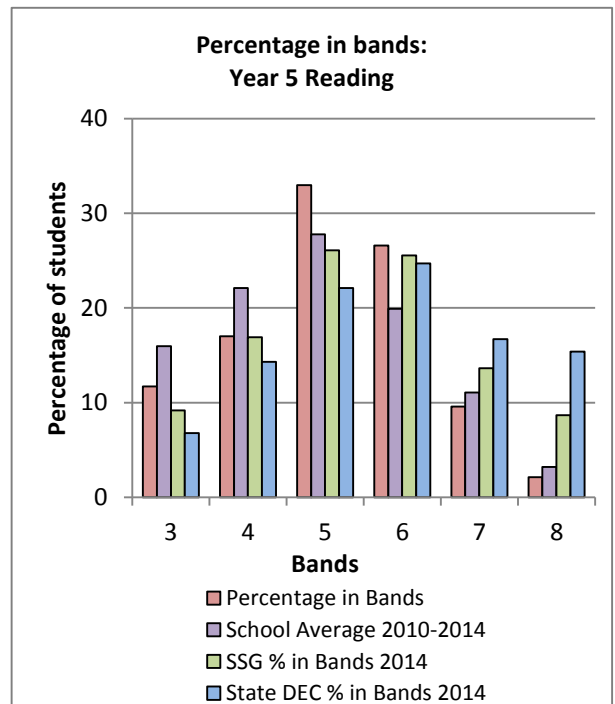
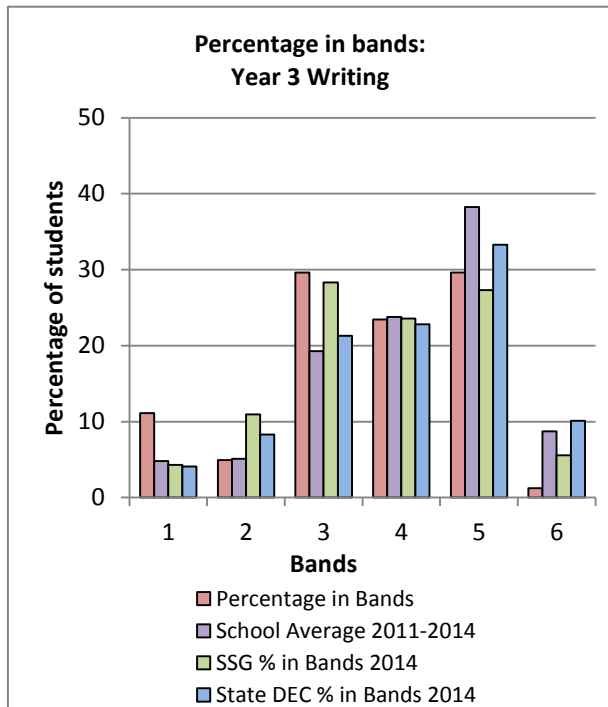
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

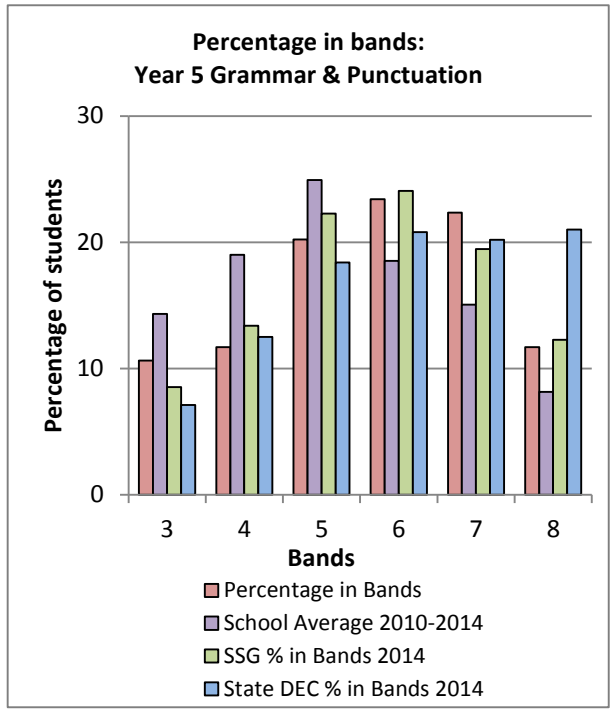
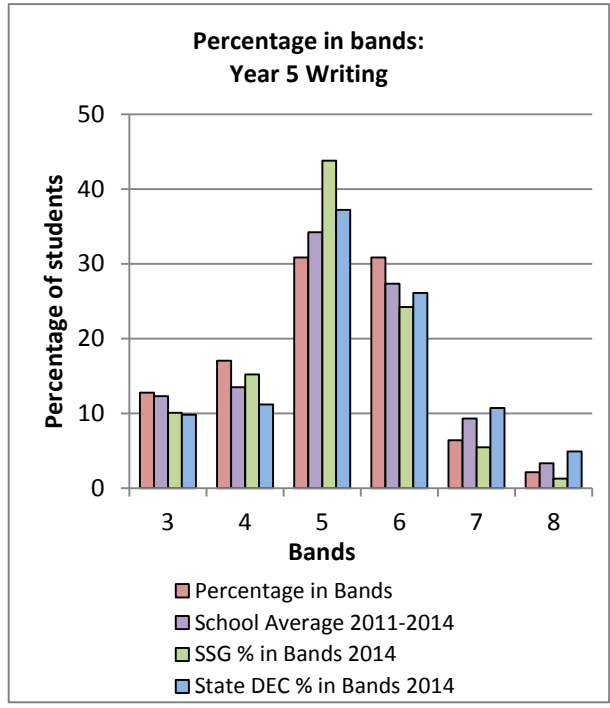
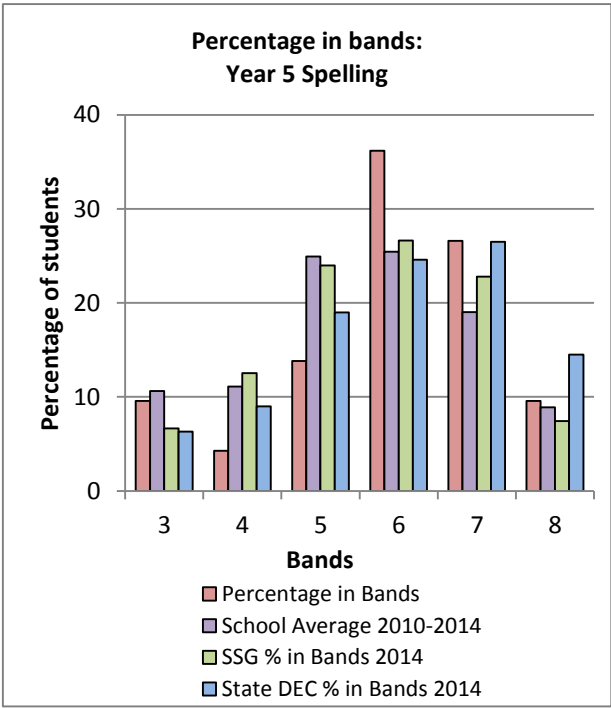


NAPLAN Year 3 - Numeracy

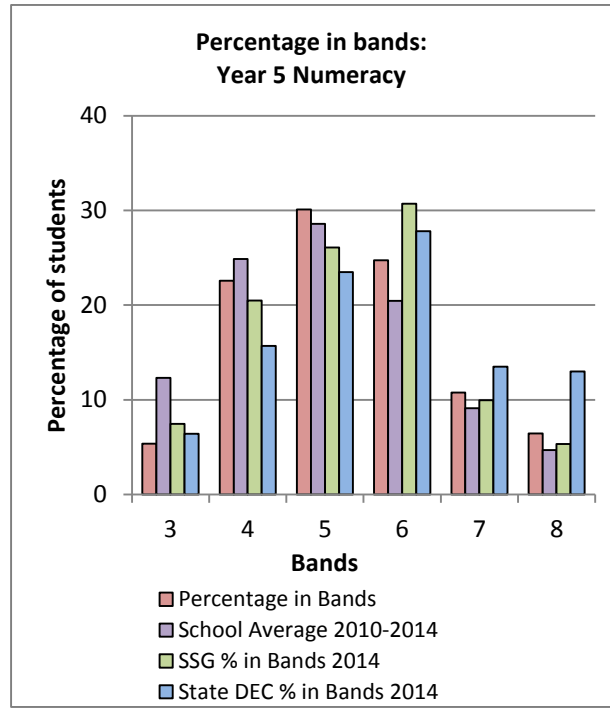


NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)





NAPLAN Year 5 - Numeracy



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* to access the school data.

Other Achievements

Creative Arts

During 2014, Marsden Road Public School students participated in a variety of artistic events. These included:

- Marsden Road Public School's biannual school concert which was held in November. As part of the school's Creative Arts program, all classes designed and rehearsed an item for the concert. The theme of the concert was 'A Night at the Movies.' The classes selected an appropriate song from family friendly movies to perform to. The concerts, which were held over three nights, were a huge success and well received by the community. Each performance was a sellout.
- 12 students participated in the 1300 voice choir over four performances at the Sydney Entertainment Centre as part of the NSW Schools Spectacular. These performances were broadcast on Channel Nine.
- The annual Liverpool Arts and Film Festival (LAaFF) was held during Term 3. More than 60 students represented Marsden Road Public School in the choir, signing choir and junior dance group. Each performance showed students' talents and skills, and was well received by the audience.
- Mrs Sheppard, Miss Hsu Ming and Mrs Kemp held Improv sessions every Thursday lunch time. The Improv team chose to align their presentations to the Kid's Matter topics for the term. In whole school assemblies, Weeks 5 and 10, they presented the items in a variety of ways. There was an award given at presentation to an outstanding member of the team.



The Annual Liverpool Arts and Film Festival

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 fundamental movement skills using modified games in order to ultimately improve the fitness and abilities of the students.
- Our 16 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.
- Students with proven swimming skills attended the combined swimming carnival along with students from Liverpool, Nuwarra and Mount Pritchard East Public Schools. 23 students from Marsden Road Public School participated on the day, with seven students moving into the next round of competition.
- The cross country carnival took place at school this year and after a successful day we had 56 students move forward to compete at the zone level.
- The athletics carnival was held at the local sports ground, Dwyer Oval. This involved all students being taken by bus to the venue to compete. It was a highly successful day with students and teachers appreciating the grounds facilities.
- 55 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.
- Marsden Road competed in the Liverpool Zone Friday afternoon sporting competitions in 2013. The students were involved in the following competitions; netball, soccer, rugby league, newcombeball, OzTag, softball and T-ball. Many teachers across the school coached the teams during lunchtimes, before and after school.
- 110 Year 2 - 6 students attended an intensive week-long Swim Scheme program. This NSW government initiative took place during Weeks 8 and 9 in Term 1 for each group of students and

the focus was on learning basic safety skills in the water.

- This year we had a specialised five week dance program run by Footsteps Dance Company. Students K-6 were invited to attend and were taught a range of movement skills and dances.
- The school provided after school sport activities to promote physical well-being of students K-6 as a part of the Federal Government's Active After School Communities program.

Public Speaking

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. Katerina M in Stage Three received first place in the Liverpool regional Multicultural Public Speaking competition. She represented the region at the Met West Finals.

Debating

The school provided the opportunity for six Stage 3 students to represent Marsden Road Public at the Liverpool District Debating Competition. The students' oracy skills were developed and enhanced as they competed against other schools in the Liverpool region. We shared first place in this competition and students were presented with their winning medals at the Liverpool District Debating Awards presentation. The success of this initiative contributed to the enhancement of speaking and listening outcomes across the school.

Student Representative Council (SRC)

The school SRC has continued to play an important role in providing students with opportunities to develop their leadership skills. 26 students from Stages 2 and 3 worked on numerous projects which focused on the welfare and needs of others. Students fundraised for Stewart House through initiatives such as Pyjama Day and selling handballs. The SRC collected items for donation to children from underprivileged countries as a part of the Samaritan's Purse Shoebox Appeal. They also organised the annual Marsden Road Talent Quest, which was enjoyed by the wider school community.

Community Participation

The student engagement committee implemented a number of initiatives to increase community participation at Marsden Road Public School. Results from parent surveys indicated that the community wanted a continued partnership with the school in both academic and nonacademic events. The Parent Expo in Term 1 involved 26 community agencies who provided information to our family and friends about their services.

A movie night was held in Term 2. Approximately 600 students attended this enjoyable night.

A bush dance was organized in Term 3. This event brought the community together for an enjoyable night of dancing.



Marsden Road Movie Night



Marsden Road Parent Expo

Significant programs and initiatives – policy

Aboriginal education

We had a great year in Aboriginal Education at Marsden Road Public School. Our students have worked very hard and participated in a number of exciting activities to promote and recognise

Aboriginal and Torres Strait Islander culture. We started our year off with Personal Learning Plans, (PLPs) which proved to be an extremely valuable part of our program. Our parents met with their child's teacher to work on a plan to help our Aboriginal students achieve their goals, build confidence and strive to get the most out of their education.

We continued to host the 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 for this event. Congratulations to all students who received an award.

Multicultural education and anti-racism

At Marsden Road Public School 87% of our students come from a Language Background Other than English (LBOTE).

Multiculturalism was embedded in teaching and learning programs through content that promoted diversity and inclusivity. Programs acknowledged students' background knowledge and made links to their context. Additionally, multicultural education was presented in various programs and activities throughout the school year.

In Kindergarten, students celebrated multiculturalism with a cultural day where many classes learned about different cultures. Kindergarten teachers taught students different greetings in different languages and also showed some traditional clothing and food from different cultures. The whole community was involved with many parents participating in the class presentations.

Many cultures were also represented at the Year 6 fair through the international food fair. Families were asked to donate a plate of food from their culture to sell at the fair. There were many cultural foods on offer including dishes from China, Vietnam and Iraq as well as local Australian dishes.

Refugee week was also celebrated to recognise the many students and families who have come to Australia as refugees. To celebrate, a special assembly was run where ex-students spoke about their experiences as refugees living in Australia. As well as celebrating in an assembly, students participated in literacy lessons based on texts such as *The Little Refugee*. Support for refugees was also provided through SPARK. SPARK is an after

school program which assists refugee students to complete homework activities.

The school also has an ARCO on site that assists with any issues which arise in the school community.



Refugee Week Assembly

Significant programs and initiatives – equity funding

Aboriginal background

Personalised Learning Pathways were developed for every Indigenous students. Students, parents/carers and class teachers were involved in this process. Academic, social and/or cultural goals were set and monitored by all stakeholders through the year. Adjustments were made when necessary.

Every Indigenous family was allocated a teacher advocate to encourage each family to actively participate in their child's learning. This personalised the school-home relationship and improved communication between the family and school.

Our Indigenous students participated in the LC² Aboriginal Education Celebration. The students went to Liverpool West Public School, where each student, from a community of schools, was recognized for personal learning achievements. The children received a certificate of personal achievement, with three students being awarded for academic, citizenship or sporting achievement.

Stage 3 Indigenous students were provided with the opportunity to attend the UWS careers day. This activity encouraged students to aspire to a tertiary education.

Three students from Marsden Public School participated in the Yarn UP public speaking program. This was run over three days where the students learnt how to confidently plan and deliver an impromptu and a planned speech. Final speeches were delivered by the students in the Legislative Assembly, State Parliament, Sydney.

Indigenous parents, carers and students were invited to an afternoon tea to meet and yarn with teachers and to reaffirm the school's commitment to supporting Aboriginal students.

Students were engaged in leadership opportunities through their delivery of Acknowledgement of Country at whole school assemblies. Stage Three students participated in regular meetings with other primary and high school Indigenous students across South Western Sydney to talk about and develop their own leadership skills. This was part of the Indigenous INSPIRE Project.

Teachers attended Aboriginal education network meetings and an Aboriginal education conference to build their knowledge in this area.

Socio-economic background

2014 was the third of four years of participation in the Low SES School Communities National Partnership. This federally funded initiative supports school based initiatives to improve student learning outcomes. In 2014 Marsden Road PS received \$672020.00 Target areas were Literacy, Numeracy, Student Engagement & Attainment and Curriculum & Assessment. The funding was and will continue to be used to provide professional learning for teachers, enhance technology resources and employ additional staff to support student learning.

Funds were utilised to engage additional School Learning Support Officers who supported Literacy and Numeracy. Additional Literacy and Numeracy resources were purchased to support classroom programs and practices.

Additional time was purchased to release the Assistant Principals to work as Leading Learners across the learning teams that they supported. This allowed time for a range of professional learning activities to be implemented in the classroom setting.

Professional Learning was delivered to improve the use of technology to support programs and to increase student engagement within classrooms.

32 Chrome Books were purchased and access systems put in place to ensure they were used effectively from K-6.

A Community Liaison Officer was funded for two days per week to improve the engagement of families and community members within the school. The Community Liaison Officer assisted in the running our playgroup; arranged parent workshops; provided excursions to community facilities and improved communication links between the school and our non-English-speaking community members.

English language proficiency

EAL/D (English as an Additional Dialect/Language) were allocated to each stage. They collaborated to create targeted, differentiated programs to cater for the different language needs of students across the whole school. The collaborative model strengthened the support provided to EAL/D students, especially students who were in the beginning phases of their English language development. Through informative and summative assessment strategies, teachers were able to make consistent and informed judgments on their students' language progression in all Key Learning Areas. EAL/D teachers also provided feedback to parents and carers during parent-teacher interviews. This collaboration has improved student learning outcomes with the majority of students improving in speaking and listening, reading and writing in the EAL/D language progression.

Our newly arrived students participated in the New Arrivals Program (NAP), implemented by an EAL/D teacher with the support of an Arabic interpreter. They all made a significant improvement in all areas of English. Classroom teachers were very pleased to see their newly arrived students developing the confidence to contribute to whole class discussions and participated in learning activities independently.

EAL/D teachers provided support in key transitional phases of school such as involvement in the assessment of language development of newly enrolled Kindergarten EAL/D students. Additionally, EAL/D teachers were involved in the initial assessment of any newly enrolled EAL/D students.

Teacher professional learning continued with a revision of TELL strategies conducted in stage teams. Additionally, through the collaborative model, the classroom teacher and EAL/D teacher are able to upskill each other in the different KLAS and the strategies used in developing students' vocabulary.

Collaboration with external agencies like STARTTS, enabled teachers to work with refugee students and their families to improve their wellbeing and adjustment to school. Teachers gained significant understanding of refugee students' needs in an information session delivered by counsellors from STARTTS. Additionally, the Rainbow Program was run by STARTTS' counsellors and a teacher and was established to support newly arrived refugee students and their families who have experienced trauma. This program assisted refugee students in gaining confidence in their learning and provided them with strategies to cope with traumatic experiences.

Learning and Support

Marsden Road Public School has a strong Learning Support Team, whose actions are underpinned by the Every Students, Every school reform. The Learning Support Team meets weekly to discuss and plan adjustments for students with additional needs. Members of the Learning and Support Team included teacher representatives, the Learning and Support Teachers, School Counsellor and a School Learning Support Officer.

The Learning and Support Teachers worked collaboratively with the class teachers to develop and implement specific strategies to cater for students requiring additional support in academic, social, emotion and physical areas.

Specialised support has included team teaching arrangements and small group intensive work with focus students. Technology was used as a focus to enhance engagement and concept development.

Two Speech Pathologists were employed one day per week to screen students and identify needs in this area. They also demonstrated lessons in the classrooms, which focused on improving students' receptive and expressive skills. The Speech Pathologists met with parents/carers to recommend further intervention when required.

An Occupational Therapist was employed one day a week to work with small groups of students to enhance their fine motor and visual perception skills. Specialised programs were also delivered which specific on students who needed to regulate their attention and movement during lessons.

The Learning and Support Teacher planned and delivered an intensive social skills program to support groups of students to engage successfully in a range of situations both inside and outside of the classroom.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used included:

- Lesson observations by the school leadership team.
- Lesson observations by teachers providing feedback to their peers.
- Systematic observation of teaching program documentation.
- Surveys of staff, students and parents.
- Sampling of student workbooks.
- NAPLAN analysis.
- PLAN analysis.
- School based assessment analysis.
- Review of school plan and progress towards targets.

School planning 2012-2014:

School priority 1 - Literacy

Improved student learning outcomes in Reading and Vocabulary Knowledge

Outcomes from 2012–2014

- Increase the percentage of students in Year 3 at or above National Minimum Standard for NAPLAN Reading from a 3 year average of 94% (2011-2013) to 98% in 2014.

- Increase the percentage of students in Year 5 at or above National Minimum Standard for NAPLAN Reading from a 3 year average of 84% (2011-2013) to 88% in 2014.
- Increase the percentage of students in Year 3 at proficiency for NAPLAN Reading from a 3 year average of 29% (2011-2013) to 33% in 2014.
- Increase the percentage of students in Year 5 at proficiency for NAPLAN Reading from a 3 year average of 17% (2011-2013) to 22% in 2014.

Evidence of achievement of outcomes in 2014:

- 2014 NAPLAN data demonstrated that 91% of Year 3 students placed at or above national minimum standard in Reading from a 3 year average of 94% (2011-2013).
- 2014 NAPLAN data demonstrated that 88% of Year 5 students placed at or above National Minimum Standard in Reading from a 3 year average of 84% (2011-2013).
- 2014 NAPLAN data demonstrated that 22% of Year 3 students achieved proficiency in Reading from a 3 year average of 29% (2011-2013).
- 2014 NAPLAN data demonstrated that 12% of Year 5 students achieved proficiency in Reading from a 3 year average of 17% (2011-2013).

Strategies to achieve these outcomes in 2014:

- Changing the AP Leading Learner role to once fortnightly to;
 - allow teachers to consolidate learning from 2012 and 2013
 - transition into a sustainable model.
 - demonstrate best practice through team teaching.
- Increasing the release of classroom teachers to meet with their Leading Learners to facilitate planned professional learning activities.
- Complementing the AP Leading Learner role with a strategic mentoring program for early career teachers (ECS role) for literacy and numeracy programs.
- Enabling teachers to use the Literacy and Numeracy continuums to track student

progress and incorporate this knowledge into their teaching programs.

School priority 2 - Numeracy

Improved student learning outcomes in Number and Problem Solving

Outcomes from 2012–2014

- Increase the percentage of students in Year 3 at or above National Minimum Standard for NAPLAN Numeracy from a 3 year average of 91% (2011-2013) to 95% in 2014.
- Increase the percentage of students in Year 5 at or above National Minimum Standard for NAPLAN Numeracy from a 3 year average of 85% (2011-2013) to 88% in 2014.
- Reduce the percentage of students in Year 3 at or below National Minimum Standard for NAPLAN Numeracy from a 3 year average of 23% (2011-2013) to 18% in 2014.
- Reduce the percentage of students in Year 5 at or below National Minimum Standard for NAPLAN Numeracy from a 3 year average of 36% (2011-2013) to 32% in 2014.

Evidence of achievement of outcomes in 2014:

- 2014 NAPLAN data demonstrated that 89% of Year 3 students achieved at or above National Minimum Standard in Number from a 3 year average of 91% (2011-2013).
- 2014 NAPLAN data demonstrated that 95% of Year 5 students achieved at or above National Minimum Standard in Number from a 3 year average of 85% (2011-2013).
- 2014 NAPLAN data demonstrated that 34% of Year 3 students achieved at or below National Minimum Standard in Number from a 3 year average of 23% (2011-2013).
- 2014 NAPLAN data demonstrated that 28% of Year 5 students achieved at or below National Minimum Standard in Number from a 3 year average of 36% (2011-2013).

Strategies to achieve these outcomes in 2014:

- Introduce strategic number programs focused on the language of mathematics and problem solving.
- Adopting early intervention programs such as TEN and TOWN.

- Complementing the AP Leading Learner role with a strategic mentoring program for early career teachers (ECS role) for literacy and numeracy programs
- Increase the release of classroom teachers to meet with their Leading Learners to facilitate planned professional learning activities.
- Teachers use the Literacy and Numeracy continuums to track student progress and incorporate this knowledge into their teaching programs.

School priority 3 - Curriculum and Assessment

Quality assessment informs teaching practice

Outcomes from 2012–2014

- 100% of teacher professional learning and accountability practices are linked to the achievement of school targets by the end of 2014.
- 85% of teachers can articulate what quality assessment is and how this is demonstrated in their practice.
- By the end of Term 3, 2014, 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 41.5% to 45% in 2014.
- Increase the percentage of Year 5 students who have greater than or equal to expected growth in NAPLAN Number from 56.3% to 60% in 2014.

Evidence of achievement of outcomes in 2014:

- 100% of teacher professional learning and accountability practices were linked to the achievement of school targets.
- 95% of teachers can articulate what quality assessment is and how this is demonstrated in their practice.
- 2014 NAPLAN data demonstrated that 49.4% of Year 5 students achieved greater than or equal to expected growth in Reading compared to 41.5% in 2013.

- 2014 NAPLAN data demonstrated that 54.4% of Year 5 students achieved greater than or equal to expected growth in Number compared to 56.3% in 2013.

Strategies to achieve these outcomes in 2014:

- Complementing the AP Leading Learner role with a strategic mentoring program for early career teachers (ECS role) for literacy and numeracy programs.
- Students in Stage 2 had their individual progress in the aspect of reading on the literacy continuum compiled on a data wall to ensure appropriate remediation or extension strategies can be implemented.
- Students in Stage 2 had their individual progress in the place value aspect of the numeracy continuum compiled on a data wall to ensure appropriate remediation or extension strategies can be implemented.
- Teachers use the Literacy and Numeracy continuums to track student progress and incorporate this knowledge into their teaching programs.

School priority 4 – Student Engagement & Attainment / Aboriginal Education

Personalised support to ensure success for every student

Improved levels of community engagement and partnership

Outcomes from 2012–2014

- Improve school attendance rates in semester one 2014 from 94.59% in 2013 to 95.09% in semester one 2014.
- Reduce the number of students who have 4 or more late arrivals per term by 20%.
- Increase family involvement and attendance so by the end of 2014 we have had an average attendance of at least 46 families. (Averaged out over all events and activities).
- Enable 80% of Aboriginal parents contribute to and endorse PLPs developed for their children.

Evidence of progress towards outcomes in 2014:

- Semester One Attendance Report 2014 demonstrated that attendance rates were improved from 94.09-94.5%.

- No progress made, but instead the amount of late arrivals increased per term by an average of 1.5%.
- The Parent Café attendance roll indicated that on average 10.1 parents participated in weekly workshops, demonstrating a 54.5% increase on 2012 attendance rates.
- The P&C attendance roll indicated that on average 9.5 parents participated in monthly meetings, demonstrating a 27% increase on 2012 attendance rates.
- 100% of Aboriginal PLPs were created in consultation between teacher and student. However, only 66.6% of the parents of Aboriginal students contributed to the writing and reviewing of PLPs.
- 29.4% of families attended the Meet the Teacher evening and 63.8% of families attended Parent Teacher Interviews. Therefore, an average of 46.6% of families attended these events in 2013.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Information was gathered from online surveys and face to face forums, facilitated by the Deputy Principal.

Their responses are presented below.

- Parents felt that the school acknowledged students' efforts through teachers' personal encouragement and the school's award system.
- Parents stated that they valued the additional support available to students to support their learning.
- Parents indicated that staff was approachable and the cultural diversity of the school community is both a defining and positive feature of Marsden Road Public School.
- Some of the suggestions for improvement provided by the parents included; increased opportunities to be actively involved in the planning and implementation of school events; greater communication in relation to learning in the classroom and how parents can support their children at home.

- Teachers indicated that the school's attention, procedures and programs in relation to student wellbeing is a key feature of the school.
- Staff stated that the significant level of specialised support to cater for students' learning is a vital part of the school and improves each teachers' capability to meet every students' needs.
- The staff recognise the importance of the wide variety of extra-curricular activities and how this contributes to the development of the whole child.
- Some suggestions for improvements from teachers included continued support for using technology to cater for student needs in the 21st Century.
- The majority of students reported that they learn best when they are collaborating with a range of other peers.
- Students value teachers' encouragement and support to improve their learning and ability to persist.
- Students identified that knowing the specific success criteria in any task helps them to understand what they need to do and how well they need to do it.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

STRATEGIC DIRECTION 1

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

STRATEGIC DIRECTION 2

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

STRATEGIC DIRECTION 3

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

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.

Gregory Way	Principal
Sarah Hay	Deputy Principal
Wendy Atkinson	Assistant Principal
Troy Verey	Assistant Principal (Rel)
Nancy Wee	Classroom Teacher
Dana Castro	EAL/D Teacher
Nicole Friedewald	Classroom Teacher
Emily Hatch	Classroom Teacher
Diana Stefanski	Classroom Teacher
Peggy Kemp	Classroom Teacher
Nicole May	Classroom Teacher
Nicole Cameron	Principal (Rel)

School contact information

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