

2020 Annual Report

Melrose Park Public School



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Introduction

The Annual Report for 2020 is provided to the community of Melrose Park 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.

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Message from the principal

2020 - COVID.

What a year 2020 was!

I would like to thank the entire Melrose Park Public School community for the support, understanding, patience, compassion and collaboration that was evidenced throughout the year as together we negotiated the pandemic, the challenges, the restrictions, the procedures that were needed to keep our students, staff, families and community safe and well. Together we succeeded. Our school motto of *Learning and Growing Together* evidenced the supportive learning community on display across the year, whether it was learning on site or learning from home.

I am extremely proud of the staff at Melrose Park Public School for embracing the challenges of the year and transforming their delivery mode to one of online learning, whilst teaching face to face and preparing future learning programs. Staff embraced new technology platforms quickly to ensure that students continued learning from wherever they were. Social and emotional wellbeing check-ins were enacted for students and families to ensure that all students were known and cared for. The dedication of our exceptional teaching and administration staff was outstanding, as they worked tirelessly to ensure students were engaged and supported through the unique and disrupted period.

When all students returned to fulltime onsite study, school life looked somewhat different. While our dance program resumed we could not present to a live audience and instead filmed the dances and presented the concert to the parents through the online platform, SeeSaw. The school could not invite parents onto the school site to celebrate Education Week. Instead STEM activities were filmed across the school and uploaded onto the school website, giving our community a unique opportunity of seeing learning in action from the comfort of their home. Sport activities were played without a crowd. Musical activities and assemblies were curtailed onsite. Like all schools we were determined to find solutions to issues and effectively continue the learning and engagement in our changed learning environment. Staff were inventive to ensure that engagement with their class was maintained.

Our students made us proud. Students supported each other, showed their resilience as they entered the school unaided, demonstrated flexibility as changes were regularly made to programs and developed a sense of collective responsibility of keeping Melrose Park safe healthy and well.

School programs, management and planning continued as our administration staff supported our work every step of the way and worked tirelessly behind the scenes to help manage the school. Communicating to families regularly, remaining calm, organised and providing vital information was valued and acknowledged by teachers and our parents.

Teachers worked collaboratively to prepare for External Validation which occurred in November 2020. The process of evaluating the 2018 - 2020 school plan gave the school an in-depth analysis of the school's strengths and achievements as measured against the School Excellent Framework. This evaluation and analysis has helped us develop the new 2021 - 2024 Strategic Improvement Plan. This new plan will allow us to move forward as a learning community where our continued focus will be on student growth, attainment and wellbeing for all students.

Looking back over the past twelve months, whilst challenges were presented, I am grateful to every member of the Melrose Park school community who contributed in a positive way to make Melrose Park Public School a wonderful, successful and nurturing learning environment.

School vision

School Vision: Melrose Park Public School aims to empower every student in every classroom to be a successful learner.

A successful learner will be:

- engaged, self-motivated and reflective
- future focused, creative and a critical thinker
- passionate towards the environment and community in which they live

Our Purpose: To ensure all students have the opportunity to connect, succeed and thrive through the implementation of quality educational programs. This will be attained through strong wellbeing practices and innovative and engaging learning opportunities. A quality education will be enhanced by dynamic, instructional leadership, evidence-based practices, effective systems management and community collaboration.

School context

Melrose Park Public School is a small suburban school in the West Ryde area on the banks of the Parramatta River. Enrolment has grown steadily over the last five years. The school attracts 212 students across nine classes. The school's enrolment trend is for a steady increase, which is consistent with neighbouring schools, as the area draws young families back and increasing development is evident. Melrose Park Public School has nine permanent class teachers including, two assistant principals and various part-time support staff. All teaching staff meet the professional requirements for teaching in NSW public schools. The Family Occupation and Education Index (FOEI) currently sits at 41.

The school's Index of Community Socio-Educational Advantage (ICSEA) at 1081 shows a broadly average socio-economic spread with 7% in the lowest quartile and 36% in the highest quartile.

The school continues to focus on the quality of student outcomes in literacy, numeracy and engagement. Students demonstrate a diverse range of learning needs and interests and Melrose Park Public School caters for a variety of environmental, sporting, cultural, performing, technical and academic pursuits.

Melrose Park Public School is a Positive Behaviour for Learning (PBL) school, ensuring student wellbeing and engagement in learning occurs through respectful, responsible and learners expectations.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Melrose Park Public School participated in External Validation in November 2020. The panel identified that in the area of Wellbeing the school was working at an excelling level as evidenced from the School Excellence Framework.

Strategic Direction 1

Successful Students

Purpose

To improve student engagement and performance by strengthening student wellbeing and by fostering critical and creative thinking through innovative, future focused teaching and learning practices. This will ensure the development of successful students who take responsibility and ownership of learning.

Improvement Measures

Increase student self regulation, on task behaviour and responsibility for learning in independent and collaborative learning tasks.

95% of students achieve the school positive wellbeing benchmarks and Positive Behaviour for Learning universal expectations.

Over 60% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

All students engage in authentic learning tasks that focus on technology integration, real world problem solving and 21st Century learning.

Overall summary of progress

The school was innovative in ways to acknowledge student learning throughout the year. Birthday celebrations, online success cards and awards were promoted as a way of acknowledging effort and achievements. Students and teachers used the SeeSaw communication platform as a way of delivering and communicating their learning journey to parents. Years 3 -6 also used Google Classroom to engage learners online. These platforms allowed students to take responsibility for their learning and gave them flexibility around when and how to submit their work.

Progress towards achieving improvement measures

Process 1: *Student Wellbeing*

Implement whole school wellbeing systems and quality practices where students have a sense of belonging and develop resilience to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
<p>During COVID our focus was on the social and emotional wellbeing of all students. The Wellbeing Officer regularly uploaded information onto the school website and posted articles in the newsletter.</p> <p>Teachers continued to develop professional knowledge to support the needs of students such as Trauma Informed Practices which was presented by our School Counsellor and Senior Psychologist.</p> <p>Teachers used the Smiling Minds program, online yoga and physical activities sessions to keep the focus on student wellbeing.</p>	<p>Smiling Minds training - Professional Release \$1000</p>

Process 2: *Student Engagement*

Implement innovative, authentic and future focused teaching and learning programs. Students will be equipped with Information and Communication Technology (ICT) competencies, problem solving capabilities and critical and creative thinking skills for learning independently and collaboratively.

Evaluation	Funds Expended (Resources)
<p>Evaluations from teachers highlighted the diverse scope of student engagement during learning from home and once back at school. Attendance was marked daily online and learning activities were monitored</p>	

Progress towards achieving improvement measures

regularly as a way of identifying engagement and on task learning. Most students participated in online learning whilst students who did not engage were followed up by class teachers or learning and support personnel for check ins.

Next Steps

A planned approach to wellbeing will continue to be a focus in the 2021- 2024 Strategic Improvement Plan.

Strategic Direction 2

Effective Practices

Purpose

To enhance teacher quality and commitment to student improvement through instructional leadership and implementation of evidence-based practices. This will improve the student learning outcomes of every child.

Improvement Measures

100% of teachers use student data and track student progress to inform the development and delivery of teaching and learning programs.

All teachers collect evidence, evaluate and register programs to demonstrate the effectiveness of teaching and learning programs.

Over 60% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.

All teaching staff display differentiated practices resulting from instructional leadership programs in literacy and numeracy.

Overall summary of progress

In 2020 a continued whole school focus on data informed practice are showing that our efforts are making a difference for both teaching and learning. As NAPLAN was not part of the assessment schedule in 2020, students in Year 3 and Year 5 participated in NSW Department Check in Assessment. Teachers could identify the improvement in both cohorts. The Check in Assessment was easy to administer, monitor students progress and to inform future teaching directions.

Progress towards achieving improvement measures

Process 1: *Quality Teaching*

Implement quality teaching practices using evidence-based approaches, incorporating Visible Learning. This will be reflected throughout curriculum planning, programming, teaching and learning, assessing and reporting. Quality teaching will enable students to develop positive dispositions for learning and strengthen their assessment capabilities and metacognitive processes.

Evaluation	Funds Expended (Resources)
Teaching programs were developed online as Learning From Home commenced. A repository of teaching activities were developed collaboratively which were effective for learners however time consuming for teachers to prepare. Learning and Support and Quality Teaching Support was given to all teachers through Collaborative Conversations as a means to support staff incorporate differentiated practices in literacy and numeracy. In 2020 Yr 3-6 teachers were given instructional Leader support in reading. This support was generated by regional office and will be continued at school level.	

Process 2: *Instructional Leadership*

Develop improved teacher practices through the implementation of systems, protocols and timelines for interpreting and using data consistently and through the utilisation of instructional leaders to improve literacy and numeracy outcomes. This will involve the implementation and delivery of quality differentiated and personalised learning programs for the diversity of students.

Evaluation	Funds Expended (Resources)
During 2020, all class teachers participated in fortnightly data driven sessions to build capacity as data literate professionals. They worked collaboratively in K-2 and 3-6 stage teams supported by an Assistant Principal. The focus	\$22,000 for Data project release \$14,000 for QTR release

Progress towards achieving improvement measures

was on analysing student work and evaluating the impact of student learning. Teachers collected work samples and through collaborative conversations were able to discuss student results and prepare Where to Next targets in their programs.

Teachers could display differentiated practices in reading and mathematics at a learning support level and now require professional support to develop enhanced practices for high potential students.

Next Steps

The 2021 - 2024 Strategic Improvement Plan will continue to focus on a quality learning environment. All teachers will continue to develop skills and expertise using the What Works Best documents. We will continue to work towards all teachers understanding and explicitly teaching literacy and numeracy to students at all levels of achievement, with success that can be measured by improved student progress and achievement data.

Strategic Direction 3

Connected Communities

Purpose

To strengthen our community culture of learning and working together by leading and inspiring a culture of collaboration, high expectations, empowered leadership and organisational practices that underpin school excellence.

Improvement Measures

All staff comply with and follow all school, Department of Education and NSW Education Standards Authority expectations.

The School Excellence Framework forms the basis for ongoing reflective practices. Improvement in school practices and systems is evident when assessed annually against the School Excellence Framework self assessments.

Increased participation of stakeholders in the annual Tell Them From Me (TTFM) surveys will reflect improved measures for engagement and shared decision making.

Greater engagement of the community as stakeholders in school improvement will be evident through participation in surveys, forums, events and workshops.

Overall summary of progress

2020 provided challenges for the school community. The school had intended to mark the celebration of 75 years of public education with a community celebration. This event was postponed many times before being cancelled. Instead students continued with the learning aspect of the 75th Anniversary by producing school newspaper, interviewing past members of the school community and producing a video. Parents and the community were able to view this online. These resources will be valued when the school moves into its 100th year of education.

Progress towards achieving improvement measures

Process 1: *Quality Systems Management*

Implement well developed systems, support information sharing and strengthen organisational practices across the school. This will be reflected through the effective implementation of NSW Educational Standards Authority (NESA) registration criteria to ensure quality organisational practices aligned to Department of Education policy.

Evaluation	Funds Expended (Resources)
<p>All Staff participated in professional development in a flexible manner due to Covid Restrictions on meetings. This flexible approach meant that staff could participate in learning sessions that met the individual needs of each staff member. e.g Seesaw, Google Classroom, Zoom. Staff identified that this flexible approach was valued and met the professional needs of all staff.</p> <p>The school undertook External Validation in November which all members of staff participated in a collaborative manner, finding evidence, analysing and presenting self assessments. This method gave teachers collective responsibility for the process.</p>	

Process 2: *Community Collaboration*

Strengthen a community culture of collaboration and high expectations through quality leadership and transparency of whole school improvement processes. This will be reflected in shared community expectations with high levels of student, staff and community engagement resulting in collective responsibility to continuity of learning, student improvement, future focused learning and quality service delivery.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Throughout 2020, parent surveys, phone calls and feedback played an essential role during covid. Online engagement with the school community has increased in the absence of events on site as events and workshops were cancelled.</p> <p>Teachers were aware of issues and responded quickly. The school responded to parent feedback by increasing the level of communication to parents, through weekly newsletters and notifications. As a result of parent feedback, a different online math program was purchased, thus giving parents video examples of concepts and increasing the confidence in supporting their child at home.</p> <p>There was increased participation from 2019 to 2020 annual Tell Them From Me (TTFM) survey.</p> <p>Due to Covid P&C meetings were held virtually throughout the year. An increase of attendance on previous years was noticed especially during the colder months. Virtual meetings for executive, OSHC and community groups are now well established and participants would like to continue this in 2021.</p>	Mathonline Software \$5000

Next Steps

In the next 2021- 2024 Strategic Improvement Plan, the school is aware of the need to reconnect and engage our parent community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	No funds were allocated to this focus	Whilst no funds were received as a result of a mid year intake of aboriginal students, students were supported through school funds to allow teachers release time to develop and communicate a Personalised Learning Pathway.
English language proficiency	\$40,515	<p>Teachers were mentored by specialist EAL/D staff in the development of teaching and learning programs and specialised techniques to differentiate instruction.</p> <p>Whole school EAL/D data and resources were audited and updated to ensure current practices align with Department of Education and school based policies.</p>
Low level adjustment for disability	\$73,807	<p>A Learning and Support teacher coordinated the program across the school and monitored progress and achievement through data driven programs and assessments.</p> <p>All students requiring adjustments and accommodations were catered for within the school context with the support of a School Learning Support Officer (SLSO).</p>
Quality Teaching, Successful Students (QTSS)	\$38,394	<p>Quality Teaching, Successful Students (QTSS) funding allowed for the employment of a teacher .4 FTE, to collaborate, utilise mentoring, feedback and reflective practice to enhance professional practice for teachers.</p> <p>Funding was used to enhance high potential students in the area of mathematics. The QTSS teacher supported teachers in using evidence-based strategies to improve the quality of classroom teaching and learning.</p>
Socio-economic background	\$7,742	<p>Funds were allocated to support student access to excursions, uniforms and resources as requested by families who identified a need for support.</p> <p>SLSOs were engaged to support identified students by implementing Personalised Support Plans.</p>
Support for beginning teachers	\$14,130	<p>Beginning Teacher funding allowed us to employ a mentor to collaborate with our beginning teacher and utilise mentoring, feedback and reflective practice to enhance professional practice.</p> <p>Our beginning teacher was supported in using evidence-based strategies to improve the quality of classroom teaching and learning.</p> <p>Additional release was used for the Beginning Teacher to participate in a New Teacher Network (NTN) across the area.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	91	97	89	93
Girls	106	113	119	119

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	96.2	94.9	93.4
1	95.9	95.3	95.6	92.2
2	96.1	93.4	94.7	92.3
3	94.5	95.8	94.6	91.3
4	94.9	93.9	95.2	93.7
5	94	94	92	95.5
6	91	93.6	93.4	94.7
All Years	95	94.6	94.4	93.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.13
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

All staff at Melrose Park Public School actively participated in a number of professional learning activities designed to build their capability to achieve our key priorities as set out in our School Management Plan. Professional learning in

2020 continued to establish a collaborative vision for our school. Staff have been involved in strategically planned professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

In 2020, staff engaged with the following professional learning opportunities:

- All staff participated in the What Work Best professional suite of learning
- SLSOs engaged with online professional learning with Sue Larkey
- Trauma informed practices
- Non teaching staff completed a suite of online learning to support the management and finance of the school
- Maintenance of compliance training, such as Anaphylaxis training, CPR and e-Emergency Care courses, as well as Child Protection
- Development of Information skills to support online learning and communication including;
- Seesaw
- Google classroom
- Zoom
- Teams

Teacher Accreditation

In 2020, 1 teacher was successful at gaining proficient accreditation

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	772,756
Revenue	2,144,030
Appropriation	2,028,340
Grants and contributions	113,822
Investment income	1,869
Expenses	-2,496,232
Employee related	-1,961,873
Operating expenses	-534,359
Surplus / deficit for the year	-352,202
Closing Balance	420,553

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	708
Equity Total	122,064
Equity - Aboriginal	0
Equity - Socio-economic	7,742
Equity - Language	40,515
Equity - Disability	73,807
Base Total	1,737,229
Base - Per Capita	50,025
Base - Location	0
Base - Other	1,687,204
Other Total	100,587
Grand Total	1,960,588

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Students participated in a NSW Department Check-In Assessment in Term 3 2020. This check in assessment is a new literacy and numeracy assessment package to further complement the suite of short assessments available to assist schools in identifying what students can do and to inform further teaching and learning.

In Reading, students were assessed in three areas of learning - Comprehension, Processes and Vocabulary.

Year 3 Overall

Year 3 answered 55.2% of the questions correctly. This compares to 62.2% of Statistically Similar School Groups (SSSG) and 47.8% of the state.

Comprehension - 57.6% of answers were correct, with SSSG performing at 63.9% and the state 58.0%.

Processes - 58.0% of answers were correct, with SSSG performing at 62.0% and the state 56.2%

Vocabulary - 33.3% of answers were correct, with SSSG performing at 53.1% and the state 47.8%.

55.6% of students achieved within the top two bands for Reading. This compares to 61.9% for SSSG and 51.4% for the state. Overall, Melrose Park achieved a slightly lower average scaled scores compared to the rest of the statistically similar school groups and marginally above the state for the Year 3 cohort.

Year 5 Overall

Year 5 answered 68.8% of the questions correctly. This compares to 65.3% of SSSG and 60.7% of the state.

Comprehension - 82.4% of answers were correct, with SSSG performing at 79.3% and the state 72.6%.

Processes - 85.3% of answers were correct, with SSSG performing at 77.9% and the state 66.8%.

Vocabulary - 84.4% of answers were correct, with SSSG performing at 77.5% and the state 71.1%.

60.0% of students achieved within the top two bands for Reading. This compares to 46.2% for SSSG and 36.6% for the state. Overall, Melrose achieved a higher average scaled scores compared to the rest of the state for the Year 5 cohort.

Numeracy

Students were assessed in three areas of learning - Number sense and algebra, measurement and geometry and statistics and probability.

Year 3 Overall

Year 3 answered 60.5% of the questions correctly. This compares to 59.7% of SSSG and 56.6% of the state.

Number sense and algebra -52.8% of answers were correct, with SSSG performing at 56.4% and the state 51.0%.

Measurement and geometry -38.0% of answers were correct, with SSSG performing at 46.9% and the state 41.7%.

Statistics and Probability - 60.5% of answers were correct, with SSSG performing at 59.7% and the state 56.6%.

59.3% of students achieved within the top two bands for Numeracy. This compares to 62.6% for SSSG and 51.8% for the state. Overall, Melrose Park achieved a higher average scaled scores compared to the rest of the state.

Year 5 Overall

Year 5 answered 72.0% of the questions correctly. This compares to 65.0% of SSSG and 60.5% of the state.

Number sense and algebra - 79.7% of answers were correct, with SSSG performing at 70.4% and the state 65.1%.

Measurement and geometry - 72.2% of answers were correct, with SSSG performing at 63.2% and the state 58.5%.

Statistics and Probability - 72.2% of answers were correct, with SSSG performing at 64.2% and the state 57.8%.

50.0% of students achieved within the top two bands for Numeracy. This compares to 38.9% for SSSG and 30.1% for the state. Overall, Melrose Park achieved higher average scaled scores compared to the rest of the state.

Parent/caregiver, student, teacher satisfaction

During 2020 we used variety of methods to obtain feedback: gate chats, phone calls, parent surveys, P & C feedback, Student Voice sessions, staff meetings and Tell Them from Me Survey. Below is a summary of the Tell Them From Me Survey, a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. There were 53 respondents/ 161 families.

A ten-point scale was used with 0 indicating strong disagreement and 10 indicating strong agreement.

Parent Feedback

Increased participation in the Parent Tell Them From survey was pleasing. Some findings from the parent survey include:

7.5 of parents felt welcome when they visited the school.

7.1 of parents felt they can easily speak with their child's teachers.

7.3 of parents felt they were well informed about school activities.

7.0 of parents felt that teachers listened to concerns they have.

6.8 of parents felt they can easily speak with the school principal.

7.5 of parents felt that written information from the school was in clear, plain language.

5.8 of parents felt that parent activities were scheduled at times when they can attend.

8.7 of parents felt the school's administrative staff are helpful when they have a question or problem.

- From feedback provided the three things that the school could improve in was giving more timely feedback, knowing how to support using technology and understanding how to support mathematics at home. As a result covid parents did not have as much access to the principal in the playground for the brief chat or check in and this could be one reason for a lower result than usual.

Student Feedback

78/86 Students in Yr 4- 6 completed the Tell Them From Me Survey. The Student Survey is designed to provide an insight to guide school planning and help to identify school improvement initiatives.

74% Students feel accepted and valued by their peers and by others at their school. (NSW Government norm was 81%)

88% Students have friends at school they can trust and who encourage them to make positive choices. (NSW Government norm was 85%)

90% Students believe that schooling is useful in their everyday life and will have a strong bearing on their future. (NSW Government norm was 96%)

43% Students do homework for their classes with a positive attitude and in a timely manner. (NSW Government norm was 63%)

95% Students that do not get in trouble at school for disruptive or inappropriate behaviour. (NSW Government norm was 83%)

81% Students are interested and motivated in their learning. (NSW Government norm was 78%)

90% Students try hard to succeed in their learning. (NSW Government norm was 88%)

18% Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet. (NSW Government norm was 36%)

86% School staff emphasise academic skills and hold high expectations for all students to succeed (NSW Government norm was 87%)

- From this analysis, the school is acutely aware that students find homework a battle and a waste of time, yet parents are anxious to have homework activities set. Completing home learning tasks in 2020 has created issues

in completion, review, feedback and quality. Staff will continue to monitor this area. In the area of bullying whilst low in comparison to the state wide norm, we will continue to work toward 0% to improve the wellbeing for all students.

Teachers

13/15 teachers responded to the Tell Them From Me Survey. On a scale of 1-10: Some findings from the teacher survey include:

- School leaders have helped me establish challenging and visible learning goals for students. 8.1
- School leaders have provided me with useful feedback about my teaching. 8.5
- School leaders have helped me improve my teaching. 8.9
- School leaders have provided guidance for monitoring student progress. 9.2
- I work with school leaders to create a safe and orderly school environment. 9.4
- School leaders have taken time to observe my teaching. 8.3
- School leaders have supported me during stressful times. 9.2

- I work with other teachers in developing cross-curricular or common learning opportunities. 8.5
- I discuss learning problems of particular students with other teachers. 9.2
- I discuss my learning goals with other teachers. 8.3

- Teachers have given me helpful feedback about my teaching. 8.1
- I talk with other teachers about strategies that increase student engagement. 8.6
- Other teachers have shared their learning goals for students with me. 8.3
- I discuss my assessment strategies with other teachers. 8.5
- I give students written feedback on their work. 7.9
- I am effective in working with students who have behavioural problems. 8.1
- I set high expectations for student learning. 9.0
- Students find class lessons relevant to their own experiences. 7.9
- My assessments help me understand where students are having difficulty. 8.5
- I regularly use data from formal assessment tasks to decide whether a concept should be taught another way. 7.9
- I use formal assessment tasks to discuss with students where common mistakes are made. 8.1
- I give students feedback on how to improve their performance on formal assessment tasks. 8.3

Our future focus will be to use the What Work Best suite of professional learning, to focus on strengthening high impact teaching strategies. Our aim to is to improve feedback strategies which will in turn improve student growth.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.