

2021 Annual Report

Melrose Park Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Melrose Park Public School aims to nurture and inspire every student to be a successful learner.

Students are at the heart of everything we do. We are committed to providing a positive, safe and engaging environment for children to learn, where all are known, valued and cared for. As a learning community we want to build on individual strengths, develop positive learner qualities, demonstrating respect, responsibility and a commitment to growth and attainment.

School context

Melrose Park Public School is a small suburban school located on the banks of the Parramatta River between West Ryde and Parramatta. Enrolment has grown steadily over the last five years with a current enrolment of 211 students. In the coming years, it is expected the school will increase its enrolment as new residential development is expanded within the catchment area.

Our school currently has nine class teachers including two assistant principals and additional part-time support staff. One noted aspect is staff movement, with many temporary early career teachers replacing permanent teachers on leave. Our school works hard to promote the values of honesty, empathy and respect for others. Staff work collaboratively to provide the best learning experiences for all students.

Our school plans and delivers learning to address the varied needs of the school community. These needs include: children of mothers from the women's shelter, Indigenous students and students from low socio-economic groups within the community.

Our parent community identifies that more responsive feedback is required so they can support their child's learning. Parents also believe that high expectations are essential for success in learning. Our motto of '*Learning and Growing Together*' builds a common purpose as a school community of inspiring students to continually develop their skills, knowledge and understandings to aim for success.

Through our situational analysis, we identified the continued need to utilise deeper data analysis to drive reflective practice and ensure all students have access to appropriate learning. Our school has identified, through NAPLAN analysis and Check-in Assessments, negotiated targets for improvement in reading and numeracy. The focus for this improvement will be embedding quality teaching practices, utilising high impact strategies and identifying adjustments and personalised learning within a quality learning environment. The strategies will provide opportunities to improve pedagogy and ensure students achieve expected growth and attainment in their learning. This will be achieved through a focus on curriculum differentiation and engaging with innovative practices that empower student voice in their own learning.

We will continue to monitor targeted students and be responsive to the individual needs of these students. Through the use of the Learning and Support Teacher, we will put structures in place to assist these students to show growth in their learning. Continual monitoring of student performance data will determine growth and areas that need sustained support. As we achieve success, school planning and management processes will direct resources towards new target areas. We will continue to enrich learning across curriculum areas through teacher expertise and collaborative teaching strategies that maximise and scale success.

We will continue our whole school focus on wellbeing, promoting social and emotional learning where every student is known valued and cared for. Learning and working together as a collaborative community where students, teachers, parents and the wider community all value learning, is at our core as we strive for growth and success.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student proficiency and growth in all learning areas through the further development and refining of data driven teaching practices and the development of strong foundational skills in literacy and numeracy for every student.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

Resources allocated to this strategic direction

QTSS release: \$82,070.38

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve reading outcomes. Staff had training in PLAN 2 and professional learning in data analysis to ensure students were monitored and interventions from Learning and Support were utilised. Staff successfully engaged in the professional learning however, our capacity to come together for face to face sessions was interrupted by Covid remote learning. Remote meetings and individualised professional learning modules were undertaken including online training in PLAN 2. Staff are beginning to use PLAN 2 to track and monitor student data. In 2022, we will look to further consolidate consistent use of PLAN 2 across additional aspects of literacy and numeracy.

MiniLit and MultiLit programs operated across K-2 with data indicating students meeting expectations. The Year 1 Phonic Check-In identified that 90% of students met the Year 1 targets.

Check-in assessments for Year 6 identified strong growth across the cohort in both reading and numeracy and were above state average. The Year 4 cohort achievement data indicated the cohort is performing at state average in reading and slightly below state average in mathematics. In 2022 we will maintain a literacy and numeracy focus with a strong focus on improving numeracy problem solving skills.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN Top 2 Bands <ul style="list-style-type: none">• Improvement in the percentage of students achieving in the Top 2 bands to be moving towards the school's lower bound system-negotiated target in reading of 64%.• Improvement in the percentage of students achieving in the Top 2 bands to be moving towards the school's lower bound system-negotiated target in numeracy of 49.5%.	<ul style="list-style-type: none">• 60.34% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.• 50% of students achieved in the top two bands in NAPLAN numeracy indicating achievement exceeding the lower-bound target.
NAPLAN Expected Growth - Reading and Numeracy <ul style="list-style-type: none">• Yr 5 students achieving expected growth in NAPLAN reading to be moving towards the school's lower	<ul style="list-style-type: none">• The percentage of students achieving expected growth in reading increased to 79.17% indicating achievement exceeding the upper bound target.• Percentage of students achieving expected growth in numeracy increased to 70.83% indicating achievement exceeding the system-

<p>bound system-negotiated target of 64.4%.</p> <ul style="list-style-type: none">• Yr 5 student expected growth in NAPLAN numeracy achieving expected growth to be moving towards the school's lower bound system-negotiated target of 68.8%.	<p>negotiated target.</p>
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Strategic Direction 2: Quality Learning Environment

Purpose

To consistently deliver high impact teaching strategies which meet the learning needs of every student. This will be achieved through a culture of high expectations, refinement of professional practices, curriculum differentiation and developing assessment capable students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Strategies
- Curriculum Differentiation

Resources allocated to this strategic direction

Professional learning: \$15,326.00
Aboriginal background: \$2,212.00
Low level adjustment for disability: \$75,174.00
Literacy and numeracy intervention: \$23,545.00
Refugee Student Support: \$763.00
Integration funding support: \$31,750.00
English language proficiency: \$32,442.00
Literacy and numeracy: \$6,599.00

Summary of progress

At Melrose Park Public School there were two identified initiatives that formed the strategic direction of delivering a quality learning environment with a continued focus towards school improvement. As part of professional learning of evidenced based high impact teaching strategies, all staff worked to develop a shared understanding of what effective teaching and learning looked like. This involved identifying which high impact teaching strategies would improve student learning outcomes. Our first focus was on specifically giving effective feedback.

To embed learning expectations for improved engagement all students developed personalised learning goals in literacy, numeracy and social development thus catering for differentiation for students. Students and teachers created records of individual learning goals, sharing these with their parents through three way interviews. Progress on achieving goals were promoted. Students could articulate why their goals were important to them and could articulate what actions they needed to achieve their goals.

Staff continue to explore teaching strategies that are evidence based and provide maximum impact to delivering improved student outcomes. Professional dialogue around Explicit Direct Instruction, Learning Intentions and Success Criteria continue. These strategies were drawn from evidence-based practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across all classes, in the form of demonstration lessons, team teaching and independent application of theory and pedagogy, has been provided for staff at their point of need.

In 2022 further support in the development of quality English programs and the refinement of Scope and Sequences is an area of focus for Years 3 -6. Student learning outcomes will be continued to be tracked through the collection and critical analysis of a number of different assessment tasks and data including PLAN 2.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School Internal Data Teachers are trained to use school data measures to monitor student progress in spelling, reading, writing and	All staff were trained in using school internal programs such as PAT assessment data tools, Big Write and Maths Online assessments. 100% of staff participated in the DoE Plan2 data software modules. Data from Tell Them From Me Teacher Survey indicated that 89% teachers felt their

<p>mathematics. which identify effective programs for student growth. Base line data from TTFM will identify teacher confidence to use data literacy.</p>	<p>assessments helped them understand where their students were having difficulty. 86%of teachers indicated that they give students feedback on how to improve their performance on student assessment tasks. These results indicate that teacher confidence in the use of data is high.</p>
<p>High Impact Strategies</p> <p>Teachers can identify high impact teaching strategies and demonstrate strategies in effective classroom practice working at sustaining and growing as evidenced by the School Excellence Framework . Base line data from TTFM will identify teacher confidence using high impact strategies.</p>	<ul style="list-style-type: none"> • Delayed initiatives in Term 3 have required this work to be postponed to 2022. Quality Teaching Rounds (QTR) will focus on high impact strategies during numeracy sessions.. • During Learning From Home 100% of online learning programs identified Learning Intentions and Success Criteria to establish learning goals for all students. Feedback from parents identified that Learning Intentions gave strong structure to the learning goals.

Strategic Direction 3: Collaboration and Connection

Purpose

To actively nurture and develop the social and emotional wellbeing of our students and staff by embedding a sense of belonging, and facilitating meaningful wellbeing and collaborative programs that develop positive learner qualities in a connected learning community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Collaboration

Resources allocated to this strategic direction

Socio-economic background: \$8,979.00

School support allocation (principal support): \$14.05

Summary of progress

The program based on the Positive Behaviour for Learning (PBL) philosophy, continues to be the major program across the school highlighting expectations both in classroom settings and playground areas. All staff are aware of the PBL philosophy and promote high expectations across all settings. Students are aware of the schools three expectations of being Respectful Responsible Learners. Young students and new families to the school are provided training and information to support the program. Students earn success cards for learning success leading to the award of a Kookaburra Pin or Success Star. This year there has been a significant increase in students gaining recognition for their learning achievements.

Students across K-6 participated in wellbeing programs to develop skills in resilience and values. This was supported by a school funded Wellbeing Support officer in conjunction with a government chaplaincy grant. A wellbeing journal and mindfulness activities were promoted during the Learning From Home period. Teacher collaboration with the Wellbeing Support Officer supported students and families learning from home. Positive feedback from parents indicated that our effort to maintain a positive learning and wellbeing mindframe was valuable. The school has introduced the Forge Wellbeing Surveys for students and teachers as a way to monitor wellbeing over time. Staff believe that with the introduction of this software they can support students with issues at an early stage.

Attendance was monitored during the Learning From Home period. It was noted that several students did not return to school after lockdown. Department support personnel were called upon to support these families. In 2022, regular attendance will continue to be monitored and promoted across the school community.

A school focus on research based activities and initiatives, proven across a range of settings, will underpin the explicit systems for school wellbeing as we progress into 2022 and continue to maintain excellence in Wellbeing.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Wellbeing All staff have increased knowledge of the language relating to student engagement (advocacy, belonging, expectations) as reported in Tell Them From Me Wellbeing surveys.	Tell Them From Me surveys were completed with 76% of students identifying with a sense of belonging in their school against a state wide norm of 81%. It is interesting to note that 91% of Yr 4 students feel a sense of belonging in their class and school. <ul style="list-style-type: none">• Tell Them From Me data indicates 72% of students report a positive sense of advocacy at school against the NSW state norm of 77%.• 88% of students identified that they try hard to succeed in their learning whilst 85% of students believe they have positive relationships with friends who encourage them in learning.
Attendance	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more

<p>Percentage of students attending school more than 90% of the time is moving towards the system negotiated lower bound target.</p>	<p>has increased by 4.29%.</p>
<p>Behaviour</p> <ul style="list-style-type: none"> • All staff identify and promote Positive Behaviour for Learning (PBL) processes and practices across in teaching and learning programs. Staff analyse data for trends to reduce incidents. 	<p>Tell Them From Me survey data indicates that 88% of students do not get into trouble for disruptive or inappropriate behaviour. This is reflected in school internal data.</p> <p>Staff analysis of data indicates that a small proportion of Tier 1 students need a personalised behaviour plan to support a positive learning culture for classroom behaviour.</p>

Funding sources	Impact achieved this year
<p>School support allocation (principal support)</p> <p>\$14.05</p>	<p>School support allocation funding is provided to support the principal at Melrose Park Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of SASS to undertake work around technology eg school noticeboard, website and developing IT resources. <p>The allocation of this funding has resulted in the following impact: Development of school promotion resources. The employment of additional non teaching staff to provide professional learning and support allocation for school website and developing material for the electronic sign board. Provision of technical support through the learning from home period.</p> <p>After evaluation, the next steps to support our students will be: Continue to upskill all non teaching staff in information technology, provide assistance in office administration, support the WHS process of the school and develop resources to promote engagement with the community.</p>
<p>Refugee Student Support</p> <p>\$763.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Individual students received one on one support in writing and grammar which led to significantly improved student outcomes in literacy.</p> <p>After evaluation, the next steps to support our students will be: Students will be provided with 1:1 learning plans, review and tracking in order to meet learning goals.</p>
<p>Socio-economic background</p> <p>\$8,979.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Melrose Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support with educational materials, uniform, equipment and other items • supplementation of extra-curricular activities • equitable access to specialist resources • professional development of staff in Trauma Informed Practice to support student learning

<p>Socio-economic background</p> <p>\$8,979.00</p>	<p>The allocation of this funding has resulted in the following impact: Identified students being able to access and participate in education on the same basis as others with support from an SLSO which led to improved educational outcomes across the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Continue to support families to access learning support and learning resources. The funding will be used to engage support staff to monitor the learning acquisition through check-ins for numeracy skills and reading progress.</p>
<p>Aboriginal background</p> <p>\$2,212.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Melrose Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: an increase (100%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: to continue to support the families through the PLP process ensuring that relationships between the school is maintained. to support families to develop positive attendance patterns.</p>
<p>English language proficiency</p> <p>\$32,442.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Melrose Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • establishment of a core practice for supporting students learning English as an Additional Language or Dialect • provision of EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: EAL/D Kindergarten students were supported in Literacy groups including writing. Focus was on using correct punctuation at the beginning and end of sentences, as well as introducing grammar such as nouns, verbs and adjectives. EAL/D students understood both and by the end of 2021 were writing sentences that demonstrated these skills.</p> <p>Focus for EAL/D students in Years 1-3 students was to improve grammar and enrich vocabulary through up-levelling. Students were introduced to particular text types, such as descriptive and persuasive, and worked on the language features required. EAL/D students showed an eagerness to up-</p>

<p>English language proficiency</p> <p>\$32,442.00</p>	<p>level their vocabulary. These skills were shown to improve their writing over the course of 2019.</p> <p>Focusing on Speaking and Listening skills for K-2 EAL/D students in first semester improved skills such as correct pronunciation of words, tenses, vocabulary and sentence structure. A targeted program of Speaking and Listening games, oral stories, and picture talks using descriptive language saw students' oral skills improve, which ultimately led to enhanced writing skills during second semester.</p> <p>EAL/D students in Year 3 and Year 5 were supported with reading/comprehension activities that were scaffolded to assist their levels of understanding. Examining vocabulary, breaking passages into sentences and paragraphs and searching for meaning within each, aided students to gain meaning of the authors' intent.</p> <p>Attending PL online has provided opportunities to enhance skills and gain new insights into EAL/D education.</p> <p>After evaluation, the next steps to support our students will be: Focus on developing learning goals for EAL/D students in writing for students in Year 3 and Year 5. This will support writing conferences and effective feedback to improve and extend student skills in writing with a focus on grammar and developing vocabulary.</p>
<p>Low level adjustment for disability</p> <p>\$75,174.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Melrose Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • A Learning and Support teacher coordinated programs across the school, monitoring progress and achievement through data driven programs and assessments. • All students requiring adjustments and accommodations were catered for within the school context with the support of a School Learning Support Officer (SLSO). • Engagement of a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Provision of support for targeted students within the classroom through the employment of School Learning and Support Officers • Targeted students being provided with an evidence-based intervention [MultiLit] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: an increase in students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the Learning and Support Teacher's role across the school, expanding the learning and support team and providing professional learning in literacy and numeracy support for our School Learning Support Officers (SLSO) to deliver targeted programs to identified cohorts.</p>
<p>QTSS release</p> <p>\$82,070.38</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Melrose Park Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$82,070.38</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional teaching staff to implement quality teaching initiatives. • Implementation of small group targeted sessions in numeracy <p>The allocation of this funding has resulted in the following impact: the employment of a teacher .4 FTE, to collaborate, utilise mentoring, feedback and reflective practice to enhance professional practice for teachers. 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> <p>After evaluation, the next steps to support our students will be: To employ a specialist to lead improvement in an area where teachers need support in numeracy. The focus will be on developing skills in problem solving and open ended questioning leading to the development of Reasoning in mathematics.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,545.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Melrose Park Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of a teacher to focus on learning support needs in literacy and numeracy at 0.2FTE. • Employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in the following impact: 90% of Year 1 students achieving proficiency in phonics testing in ALAN. Analysis of NAPLAN indicates a decrease in students attaining in the lower bands of NAPLAN and Check-In assessments as a result of this intervention program.</p> <p>After evaluation, the next steps to support our students will be: To continue to allocate .2FTE teacher to support all classes with identification of students with the greatest learning needs in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$48,183.24</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition

<p>COVID ILSP</p> <p>\$48,183.24</p>	<ul style="list-style-type: none"> • Provision of targeted, explicit instruction for student groups in literacy and numeracy • Employment of staff to provide online tuition to student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continuation of small group instruction in reading using data sources to identify specific student needs. Essential monitoring of program with regular reviews as students achieve learning goals. Provision of additional in-class support to meet individual learning goals in reading fluency. Provision of support to targeted students from Yr 3 -6 in numeracy. Provision of encouragement for promotion of mathematical thinking and problem solving skills to reason and explain answers</p>
<p>Integration funding support</p> <p>\$31,750.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Melrose Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Implementation of targeted programs to differentiate teaching and learning programs • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Literacy and numeracy</p> <p>\$6,599.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Melrose Park Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff training and support in literacy and numeracy • Literacy and numeracy programs and resources, to support the quality teaching of literacy and numeracy, learning and assessment • Updating reading resources to meet the needs of students

<p>Literacy and numeracy</p> <p>\$6,599.00</p>	<p>The allocation of this funding has resulted in the following impact: increase in teacher confidence around explicitly teaching reading using decodable readers. Substantial investment in resources to support explicit teaching of reading</p> <p>After evaluation, the next steps to support our students will be: To continue to support teachers through professional learning in the areas of bench-marking and gathering data to target specific areas of need.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	97	89	93	97
Girls	113	119	119	114

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.2	94.9	93.4	94.3
1	95.3	95.6	92.2	95.9
2	93.4	94.7	92.3	93.7
3	95.8	94.6	91.3	92.7
4	93.9	95.2	93.7	94.2
5	94	92	95.5	92.7
6	93.6	93.4	94.7	95.8
All Years	94.6	94.4	93.3	94.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	8.14
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	420,553
Revenue	2,390,330
Appropriation	2,154,921
Sale of Goods and Services	2,391
Grants and contributions	231,668
Investment income	750
Other revenue	600
Expenses	-2,302,391
Employee related	-2,032,341
Operating expenses	-270,051
Surplus / deficit for the year	87,939
Closing Balance	508,492

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.

	2021 SBAR Adjustments (\$)
Targeted Total	32,512
Equity Total	118,807
Equity - Aboriginal	2,212
Equity - Socio-economic	8,979
Equity - Language	32,442
Equity - Disability	75,174
Base Total	1,760,043
Base - Per Capita	52,262
Base - Location	0
Base - Other	1,707,781
Other Total	114,833
Grand Total	2,026,194

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.

Parent/caregiver, student, teacher satisfaction

During 2021 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 36 respondents from 161 families.

Parent Feedback

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

Participation in the Parent Tell Them From survey is a decrease from 2020. Some findings from the parent survey include:

- I feel welcome when I visit the school. 7.4
- I can easily speak with my child's teachers. 7.6
- I am well informed about school activities. 7.5
- Teachers listen to concerns I have. 6.9
- I can easily speak with the school principal. 6.2
- Written information from the school is in clear, plain language. 7.8
- Parent activities are scheduled at times when I can attend. 5.8
- The school's administrative staff are helpful when I have a question or problem. 8.4

The effects of covid restrictions are reflected in parent feedback. As a result of 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. Few events were scheduled after school hours in 2021. Covid restrictions restricted activities and teachers with young families and commitments meant that staff were not available after hours.

Student Feedback

74/90 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%)

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 emphasize 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. Home learning tasks in 2021 had 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

11/15 teachers responded to the Tell Them From Me Survey. on a scale of 1-10:

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

Some findings from the teacher survey include:

- I give students written feedback on their work. 7.9
- I am regularly available to help students with special learning needs. 7.7
- Teachers have given me helpful feedback about my teaching. 7.5
- I use computers or other interactive technology to give students immediate feedback on their learning. 7.3
- School leaders have provided me with useful feedback about my teaching. 7.7
- Students receive written feedback on their work at least once every week. 7.9
- I use formal assessment tasks to discuss with students where common mistakes are made. 8.4
- I ask parents to review and comment on students' work. 5.4
- I monitor the progress of individual students. 8.6
- I make sure that students with special learning needs receive meaningful feedback on their work. 8.2
- I discuss my assessment strategies with other teachers. 8.9
- I help students use computers or other interactive technology to undertake research. 7.5
- School leaders have taken time to observe my teaching. 7.5
- Students receive feedback on their work that brings them closer to achieving their goals. 7.9
- I give students feedback on how to improve their performance on formal assessment tasks. 8.6
- Parents are regularly informed about their child's progress. 7.9

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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