Melrose Park Public School

2019 Annual Report

3846

Introduction

The Annual Report for 2019 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.

School contact details

Melrose Park Public School

110 Wharf Rd

West Ryde, 2114

www.melrosepk-p.schools.nsw.edu.au

melrosepk-p.school@det.nsw.edu.au

9874 4669

Message from the principal

There were many people who assisted in the development of the school as an outstanding learning community throughout the 2019 school year. Special thanks are extended to the parent body, the school staff and our community partners for their commitment and efforts to make Melrose Park PS a school of choice and success.

Congratulations are extended to every student who attends *Mighty Melrose*. Students come to school each day with the goal, that effort, leads to progress, which is celebrated as success in both learning and wellbeing. We can truly say that each student at Melrose Park Public School is known valued and cared for through learning and wellbeing programs. The school fosters a commitment to the individual person and provides opportunities for academic, cultural, and sporting achievement.

I am proud of the attainments of our students across a range of academic and extracurricular fields as they strive to be successful students. I am impressed by the ongoing achievement of the quality teaching and learning programs and strategies implemented by our teaching staff as we work for continuous improvement as a school learning community.

Message from the school community

P&C President Report– a synopsis of the Presentation Day speech

Without the support of every family across the school the P&C wouldn't exist. Thank you to everyone who has been involved with the P&C this year, whether you have been part of the committee, organised an event, come to our meetings, worked in the background (websites, donations etc.) have been a volunteer at our events or supported us in any way, I really appreciate everyone's contribution.

Sponsors and partners – We have been fortunate to continue our relationship with our major sponsor PAYCE this year, our platinum sponsors Award Group and the Smart family. You have backed us through all our major events this year and having your contributions and support is greatly appreciated. It really makes a difference with the donation we give to the school at the end of the year, supporting our kids. THANK YOU.

In addition to the events we run, we have our uniform shop, school banking and book club that run throughout the year, supported by volunteers.

The P&C has had had a massive calendar of events this year and another very successful year of fundraising for 2019.

1. Annual Bowing Event 2. Mothers Day stall 3.Fathers Day stall 4. Easter Raffle 5. Sushi lunches 6 2 Election Day BBQs 7. Gelato Day 8. Golf Day 9 Trivia Night 10. School Discos 11. Mufti day 12. Market Day Fete

All this fundraising will enable us to donate $60k to the school next year. Some items the school are looking to use the funds for – a new electronic notice board out the front of school, a new sound system in the hall, solar panels for the school, new ipads and interactive boards.

To all the Y6 kids and families that are finishing up with the school this year, I would like to thank you for all your help over the years and we wish you luck in your venture into high school. In addition to the funds raised, we have also contributed to the Y6 farewell dinner as a gift from the P&C this year.

To all our amazing families in the school, for all the hard work you put in during the year and supporting all our events, Thank you! I have had a wonderful amount of support this year and really appreciate all the effort everyone has put in across all our events. It is amazing what can be achieved when so many people help out.

Dolores Bragg

2019 P&C President

Message from the students

"Student Voice" is an important part of the school. Each fortnight student representatives meet and discuss ideas about the school and how we can make our school even better. Leaders then report back to the school at our fortnightly assembly. The student leaders sold ice blocks each fortnight and the money raised was sent to support a child under World Vision care.

This year we also supported Stewart House with activities each term such as Chalk Day and Indigenous Literacy Day. We were proud of our efforts. We thank Mrs Piper and Miss Maynard for helping the student leaders run Student Voice meetings. We learnt so much from you.

Mini Fete, which is run by Year 6 was great fun and this year was the most successful yet. Importantly, older students developed leadership skills as they led Peer Support groups in Term 3 and Term 4. This was a way of students teaching students.

Your Student Voice will keep you updated.

Tarianna and Lakshman

School background

School vision statement

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. 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.

Our self–assessment 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	2019 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	Delivering
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	Sustaining and Growing

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

In 2019 the school implemented the program, Zones of Regulation, to help support and develop student self regulation of emotion.This program was introduced by the school counsellor with the support of the School's Wellbeing Officer. Teachers participated in professional learning workshops to understand and support the program. Posters were created for each classroom and lessons were delivered to students to develop a consistent language across the school. Individual parent meetings have been held to discuss the program and support students to develop a consistent regulation of emotion.

Positive Behaviour for Learning is highlighted across the school, through class programs, school assemblies, playground success tokens and class awards. The school is achieving 95% success in students achieving positive wellbeing benchmarks. These benchmarks are identified through the Learning and Support Team and Wellbeing agenda during staff communication meetings. The school chaplain's role as the Student Wellbeing Officer assists students who are in need of extra support and guidance to develop skills in positive wellbeing.

58% of the Year 3 cohort achieved in the top two bands for Naplan reading writing and numeracy. Whilst student growth in learning is our focus, the school was not successful in achieving 60% of students in Year 5. An analysis of the school NAPLAN results identified the 25% of the student cohort who have have identified learning needs. Our Learning and Support team are aware of the special needs of this cohort and continue to implement teaching strategies which support growth for all students.

Our focus on developing students to be successful learners in the 21st century continues. Implementing the new Science and Technology Syllabus has been successful with students engaged in the new Digital Technology strand of the curriculum. Participation in the Hour of Code, Bebras Computational Challenge and student teams in RoboCup is evidence of our commitment to integrating technology into teaching programs. Our Community of Schools network, gave Year 4 talented science students an opportunity to work as a collective and design and engage in problem solving tasks during Science Week.

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)
Student wellbeing priorities for 2019 included success in 95% of students achieving wellbeing benchmarks	Extra hours to employ Wellbeing Officer

Progress towards achieving improvement measures	
through the introduction of wellbeing programs such as Zone Of Regulation, revamp of success recognition of Kookaburra pins for outstanding students, and teacher professional review of Wellbeing Framework	Professional Learning funds for staff training

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)
Programs to develop and strengthen student engagement has had mixed success. Creative and Critical Thinking activities and Learner Qualities dispositions requires consistent timetabling, monitoring and promotion. Along with building capacity of teachers, these programs will continue to be a focus in 2020. ICT competencies through the introduction of the science strand of Digital Technology is developing student skills in future focus learning programs	Professional Learning funds for staff training future focus learning Funds for Visible Learning PL for teachers , creative thinking and learner qualities Funds directed to Professional learning in ICT

Next Steps

In 2020 the priority projects to strengthen Strategic Direction 1, Successful Students include;

- Strengthening the Zone of Regulation program for new teachers.
- Purchase Wellbeing Diaries for students 3–6 to monitor own wellbeing.
- Promote the use of Leaner Qualities in tasks and feedback.
- Develop problem solving scaffold for student use in Mathematics before asking for help.

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 2019 teachers were more consistent in the use of student data tracking measures. Programs such as Initialit and Multilit encouraged teachers to track, analyse student progress and deliver teaching programs more specifically to meet the needs of students..

Teachers continue to develop skills in programming with the support of instructional leadership. 100% of teachers were able to demonstrate a complete learning cycle from the school's scope and sequence, program, student work sample, assessment and report writing. This process had significant impact for teachers as they gained a deep knowledge on the teaching and learning cycle.

58% of the Year 3 cohort achieved in the top two bands for Naplan reading writing and numeracy. Whilst student growth in learning is our focus, the school was not successful in achieving 60% of students in Year 5. An analysis of the school NAPLAN results identified the 25% of the student cohort who have have identified learning needs. Our Learning and Support team are aware of the special needs of this cohort and continue to implement teaching strategies which support growth for all students.

Participation in Quality Teaching Rounds (QTR), had enormous benefits for teachers and the school, as teachers responded positively around having deep conversations about classroom practice. Teachers reported significant improvements in the quality of their teaching and reported that QTR has had positive impacts on teacher morale and school culture as a result of encouragement and recognition of teachers' good work. Feedback indicated teachers felt supported and encouraged from the school leadership team.

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)
Big Write has a had positive impact across the school. Professional Development workshops enhances the skills of teachers. Teachers were supported by leadership team by modelling lessons, staff were supported in stage meetings to analyse writing samples. Teachers identified that writing skills were slowly improving as evidenced of student work. Kindergarten assessment using the Initiallit program demonstrates increasing	3 day x Professional workshop of leadership team to implement Big Write workshops K resources for Initialit

Progress towards achieving improvement measures	
skill in the acquisition of reading skills in Kinder students. Teachers feel this program is structured and easily implemented. and recommend this program to continue in 2020	

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)
Mentoring opportunities through Collaborative Conversations have had a significant impact with teachers able to discuss learning needs and student targets with support teachers. Teachers have actively engaged in collaboration, classroom observation, Quality Teaching Rounds and professional dialogue sessions with supervisors and experienced teachers. TTFM surveys indicate that staff value the supportive leadership practices of the school.	Professional learning funds for Exec in Data Skills Professional Learning funds for Visible Learning Professional learning funds for mentoring

Next Steps

In 2020 the priority projects to strengthen Strategic Direction 2, Effective Practices include;

- Professional Development in Data Use and skills
- Collaborative Planning timetabled for teachers on a fortnightly basis to analyse data.
- Continuation of the Quality Teaching Rounds program for teachers.
- Collaborative Conversation program built into school timetable for collaboration and feedback to support student learning.
- Introduction of InitiaLit into Year 2.

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

As a result of our annual self assessment of the School Excellence Framework we are satisfied that the school is well managed across all areas of our Strategic Direction 3. Staff continue to comply with NESA expectations in relation to mandatory compliance and training expectations. We continue to monitor our practices for ongoing school improvement. We promote our school practices to our parent community through our regular school newsletters.

Using the School Administration Excellence Framework we supported the professional learning plans for non–teaching staff. Linking this framework to the School Excellence Framework allowed administration staff to see the connection of providing excellence in service across all facets of the school. The School Excellence Administration Framework self assessment highlighted the outstanding service of our administration staff as results indicated that the staff exceeded or met expectations across every facet of review.

The school implemented a range of programs and initiatives to provide opportunities for parents to be active participants in their child's learning. Mindfulness sessions, participation in sporting activities, Open Day and a successful Art Show all contributed to building a positive learning culture and promoting the outstanding programs to the parent community. Parents are valued contributors to the school's activities as they volunteer to support the Swim Carnivals, Cross Country and Athletics Carnival. Parents organise Mothers Day and Fathers Day stall for students. A Class Parent program that acts as a link between a class teacher and home is proving to be successful in distributing specific class information to families.

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)
• SASS confident in aligning work structures to School Adminstration Framework. • SAM successfully completed mentoring program with acknowledged expertise. Initiated a network collective of SAMs in area to promote and support professional support for non teaching staff. • External provider affirms school curriculum meets NESA registration compliance, as evidenced from school procedures of scope &sequence,	Professional Learning funds for SASS staff

Progress towards achieving improvement measures	
programs, worksamples, assessment, reports.	

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 (Resources)
Positive feedback from Transition to School surveys indicate that MPPS is welcoming, informative and safe. Feedback indicates that the school has provided parents with a good introduction to 'big school'. Year 6 families felt that the school's transition program to high school allowed a familiarisation and connection between primary school and high school. Successful community support for Golf Day, Fete, Carols, acknowledges the importance of promoting the school and bringing new families into the school. Community supporters acknowledge the importance of the school as a vital community resource and building community harmony	Time for Kindergarten transition – Teacher organisation time Time for High School transition –Learning Support and transition organisation time Flyers and information books for new families

Next Steps

In 2020 the priority projects to strengthen Strategic Direction 3, Connected Communities include;

- Community celebration of the 75th Anniversary of Education at Melrose Park Public School
- Strengthen parent awareness of student learning with the rollout of the online platform of Seesaw.
- Community involvement to review success of 2018 – 2020 School Plan.
- Community involvement to collaborate and give input into the next management plan cycle.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	No funds were received for aboriginal background	• Whilst no funds were received for students with aboriginal background, aboriginal policy was incorporated in school programs.
English language proficiency	An Allocation close to a .4 FTE through SBAR funded teacher on a temporary contract for the 2019 school year. **Funding Sources:** • English language proficiency ($46 149.00)	• 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 2019, were writing sentences that demonstrated these skills. • 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–level their vocabulary. These skills were shown to improve their writing over the course of 2019. • 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. • 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. • Attending Strathfield EAL/D Network meetings each term has provided opportunities to enhance skills and gain new insights into EAL/D education.
Low level adjustment for disability	Staffing Entitlement allocation was .5 FTE and was allocated to a Classroom Teacher position. SLSO allocation was allocated through Flexible **Funding Sources:** • Low level adjustment for disability ($67 986.00)	• The smooth transition of students to new classes was enhanced by improved systems to communicate student support needs and goals. • Literacy support in Years K–2 was provided through the SLSO and L&ST for targeted students. • MultiLit supported our Year 3 students and the L&S teacher incorporated the MultiLit extension program into Literacy groups for students. • In Years 4–6, 9 students completed the MiniLit program, 5 completing the MultiLit program and students in all programs making a minimum of six months growth in Literacy. • Our Basic Maths skills program for students in Years 2–6 was provided by volunteers, SLSOs and the LST. 47 students participated in the program with an average improvement of 9 levels. Problem solving skills in Numeracy were also a target by the

Low level adjustment for disability	Staffing Entitlement allocation was .5 FTE and was allocated to a Classroom Teacher position. SLSO allocation was allocated through Flexible **Funding Sources:** • Low level adjustment for disability ($67 986.00)	L&S teacher for students in Years 3–6.
Quality Teaching, Successful Students (QTSS)	Staffing allocation of .351 FTE classroom teacher **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($0.00)	• Six teachers collaboratively working with the Maths Instructional Leader collectively stated their mathematics teaching improved over the year. They jointly rated their teaching as 6.5/10 at the start of the year and 7.6/10 at the end of the year. • Teachers stated that their practices improved in differentiation for remediation and extension, better timing and engagement, more effective organisation of effective lessons and an improved understanding of methods of formative and summative assessment. • Community consultation and engagement in the school mathematics program included K–2 parent information sessions about essential concepts in numeracy and how mathematics is taught, as well as community engagement in effective organisation of mathematics resources. • Student achievement in Mathematics improved between Semester 1 and 2. The number of students meeting achievement levels from below desired achievement levels dropped, and the number of students gaining above desired achievement levels improved.
Socio–economic background	**Funding Sources:** • Socio–economic background ($5 065.00)	• Students have access to all school activities demonstrating school value of providing for all. Funds were used to support Student Assistance. • Students with additional needs can access and participate in education on the same basis as others with support from SLSO. SLSO were employed to accompany identified students with specific needs on excursions.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($28 260.00)	• Beginning teachers indicated they felt supported and had an increased commitment and retention to stay in teaching as a result of a purposeful mentoring program. • Beginning teachers felt that classroom instructional practices improved as a result of mentor modelling and giving instructional feedback on practices, • Beginning teachers noticed student achievement increase as a result of guided lesson study and developing monitoring systems with help from mentor.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	98	91	97	89
Girls	96	106	113	119

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	97.4	96.1	96.2	94.9
1	96.6	95.9	95.3	95.6
2	95.2	96.1	93.4	94.7
3	96.2	94.5	95.8	94.6
4	96	94.9	93.9	95.2
5	94.1	94	94	92
6	94.2	91	93.6	93.4
All Years	95.9	95	94.6	94.4
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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
Teacher of Reading Recovery	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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	440,022
Revenue	2,424,277
Appropriation	1,972,452
Grants and contributions	445,108
Investment income	5,943
Other revenue	775
Expenses	-2,091,543
Employee related	-1,815,401
Operating expenses	-276,143
Surplus / deficit for the year	332,734

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.

Melrose Park PS is setting aside funds to purchase a building to house the Out of School Hours Care (OSHC) students. The surplus is indicative of Community Supporters, P&C contributions and OSHC term deposit. It is expected that the OSHC project is completed in Term 2 2020.

Financial summary - Equity loadings

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

	2019 **Approved SBA** ($)
Targeted Total	311
Equity Total	121,127
Equity - Aboriginal	0
Equity - Socio-economic	5,065
Equity - Language	46,149
Equity - Disability	69,912
Base Total	1,680,966
Base - Per Capita	49,274
Base - Location	0
Base - Other	1,631,692
Other Total	111,463
Grand Total	1,913,866

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

Year 3 Cohort size 30

Reading
- The average reading mark was 446.3   Compared with the stage average of 428.52
- This resulted in 46.7 % of students achieving in the top two bands (at proficiency) Compared to the state average (DoE) of 51.7 %.

Writing
- The average writing mark was 434.3   Compared with the stage average of 425.00
- This resulted in 53.3 % of students achieving in the top two bands (at proficiency) Compared to the state average (DoE) of 55.1 %.

Spelling:
- The average spelling mark was 419.9   Compared with the stage average of 422.91
- This resulted in 40.0 % of students achieving in the top two bands (at proficiency) Compared to the state average (DoE) of 52.0 %.

Grammar and Punctuation
- The average grammar and punctuation mark was 454.6 Compared with the stage average of 439.09
- This resulted in 63.3 % of students achieving in the top two bands (at proficiency) Compared to the state average (DoE) of 56.4 %.

Year 5   Cohort size: 27

Reading
- The average reading mark was 498.9 Compared with the stage average of 501.06   This resulted in 33.33 % of students achieving in the top two bands (at proficiency)
- Compared to the state average (DoE) of 36.1 %.   The average scaled growth was 73.06 with the state average as 74.22

Writing
- The average writing mark was 482.8   Compared with the stage average of 473.01 This resulted in 23.1 % of students achieving in the top two bands (at proficiency)
- Compared to the state average (DoE) of 17.6 %.   The average scaled growth was 57.62 with the state average as 59.64

Spelling

- The average spelling mark was 486.8   Compared with the stage average of 502.62 This resulted in 29.6 % of students achieving in the top two bands (at proficiency)
- Compared to the state average (DoE) of 37.6 %. The average scaled growth was 89.48 with the state average as 82.85

Grammar and Punctuation

- The average grammar and punctuation mark was 490.1 Compared with the stage average of 597.57 This resulted in 29.6 % of students achieving in the top two bands (at proficiency)   Compared to the state average (DoE) of 37.4 %. The average scaled growth was 42.51 with the state average 63.98

Numeracy

Year 3 Cohort size 30

Numeracy

- The average Numeracy mark was 422.3 Compared with the state average of 408.12
- This resulted in 50.0 % of students achieving in the top two bands (at proficiency) Compared to the state average (DoE) of 39.

Year 5 Cohort size 27

Numeracy

- The average Numeracy mark was 485.8 Compared with the state average of 495.61
- This resulted in 18.5 % of students achieving in the top two bands (at proficiency) Compared to the state average (DoE) of 29.8 %
- The average scaled growth was 63.72 with the state average as 87.12

Parent/caregiver, student, teacher satisfaction

STUDENT SATISFACTION

Students in Years 4, 5 and 6 who responded to the Tell Them From Me survey in 2019 expressed their opinions on a positive sense of belonging, relationships with peers, their effort to succeed and teacher–student interactions.

74% of students felt that they try their best.

80% of students indicated they try to improve.

83% of students felt that their teacher sets clear goals.

80% of students felt that their teacher gave clear feedback.

54 % of students felt that they had improved in writing.

TEACHER SATISFACTION

All staff were given the opportunity to complete the Tell Them From Me survey. The survey focused on eight of the most important drivers of student learning.

94% of staff felt professional learning was useful.

100% of staff believed that school leadership was striving for improvement and change.

86% of teachers believed that school leaders were effective in communicating the strategic vision.

86% of teachers undertook effective professional learning.

There was continued growth from the previous year's survey in positive attitudes to staff collaboration, school leadership and an inclusive school environment.

PARENT SATISFACTION

The 'Partners in Learning' parent survey was completed by 8 respondents of the Melrose Park PS parent community. On investigation of why there was such a low return, the leadership team found the timing, promotion and communication of the survey was ineffective. We turned to other data sources of parent satisfaction, such as the Transition to School program for new parents, the annual P&C parent survey and informal ' gate feedback' for more information.

The Transition to School survey was based on parent perceptions of their children's experiences at home and school. Parents indicated that the most valued aspect of their experience with school was that they felt welcomed and knew that the school supports positive behaviour. This was through the Positive Behaviour for Learning expectations.

The leadership team asked parents to give feedback about our communication processes. Parents indicated that informal meetings, such as the 'gate survey' and formal interviews were the most useful types of communication. When discussing student needs parents wanted more opportunities to sit with teachers on a 1:1 basis. School news is communicated most effectively through the school newsletter via Skoolbag APP. 94% of families subscribing to the APP indicated that this was useful or very useful. The school website and emails to parents also scored highly as an important form of communication.

We will continue to investigate ways in which to receive feedback from the parent community on school satisfaction measures.

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.

There were no students identified as Aboriginal background enrolled at Melrose Park PS in 2019. The school's programs included cross–curriculum units which introduced all students to the culture, history and current perspectives of Aboriginal Australia. The school incorporated Aboriginal perspectives through the school's outdoor education program. This was led by Seed Harvest Spoon presenters. Native plants were incorporated into a bush garden grown by students, indigenous performers support the school's creative arts program, while the Library program identifies aboriginal culture through the promotion of indigenous culture through literature.

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.

A new Anti Racism Contact Officer (ARCO), undertook extensive Department of Education training to fulfil this mandatory role. On completion of training, the ARCO presented a professional learning workshop to staff. This workshop created a deeper understanding with staff of the importance of the ARCO role, the school's procedures to deal with any issue relating to discrimination and the need to show zero tolerance to any racist issue within the school community.

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.

Units of work are planned by teachers across all stages to include a multicultural perspective, recognising and valuing the backgrounds and cultures of our students. Classroom teachers are supported by one part time English as an Additional Language/Dialect (EAL/D) teacher in meeting the learning needs of students with a Language Background other than English(LBOTE) and EAL/D students.

During 2019 the whole school once again celebrated cultural diversity through a student led enrichment day. The students participated in a variety of activities to develop understanding of diversity, tolerance, harmony and acceptance. A joyous celebration throughout the year was 'Harmony Day,' which acknowledged the broad range of cultural backgrounds contributing to our schools values.