

2022 Annual Report

Melrose Park Public School



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Introduction

The Annual Report for 2022 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	2022 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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

- Literacy
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$6,599.00

Literacy and numeracy intervention: \$24,133.00

QTSS release: \$39,878.00

Summary of progress

Reading

In 2022, an emphasis was put on improving the reading program for Years 3-6. An AP worked with teachers 3-6, clarifying a school scope and sequence and refining class programs. In Term 3, more structure was determined to be needed, so a detailed 3-6 school program was devised using novels, Cars and Stars, Literature Circles, Department of Education units and LiteracyPro. LiteracyPro and PLAN2 were encouraged and used to provide progress data across the year. Teachers, parents and students were up-skilled in their use of LiteracyPro at the start of the year and each term progress data was gathered. Time was spent making a database of reading resources for Years 3-6 and attaching suitable teaching resources. Teachers K-6 received training in their use of PLAN2 and recorded student achievement in Understanding Texts. A review of the K-2 programs was undertaken and preparations were made for the implementation of the K-2 syllabus in 2023.

The initiative was successful in providing structure and resources for 3-6 teachers, resulting in improved timetabling and teaching of reading 3-6. Data gathered from LiteracyPro revealed considerable growth in two grades after one term. Additional instruction and support was given to the other two class teachers and in Term 3, growth in all four classes was above expectation.

Moving into 2023, focus will turn to K-2 reading with the establishment of the new curriculum. Writing will also become a focus as we endeavour to have all students make expected progress in a year of learning.

Numeracy

In 2022 the school took the step to introduce a mathematics textbook. This was felt necessary to support the school to maintain a structured and consistent approach to the teaching of mathematics across the school and to monitor the teaching of all components of the curriculum. At the beginning of the year the content of the textbooks was matched against the requirements of the NSW Syllabus and a school scope and sequence was developed with the addition of a few items the textbook did not cover. Teachers were up-skilled in their use of PLAN for the recording of data and aligned the Signpost assessments to PLAN for ease of recording. A teacher was employed to mentor problem solving skills to classes in 2-6 and Learning and Support for Numeracy was a focus for Terms 3 & 4 with small groups working daily with support staff. In Term 4, teachers began to look at the new curriculum for K-2 and adapt lesson plans for use.

Response to the introduction of the textbook was varied. K-2 were able to use the text book as a support and independent work after teaching. The upper years found that there was more content in their textbook and thus use of the textbook was more of a focus than a support after teaching. A review in 2023 will determine whether this is desirable. The use of the text and its accompanying assessments led to increased data on student performance across the year.

There was varied success with students on support programs. Some of this was related to disruptions to programs due to illness and work being undertaken at the school.

Unfortunately teachers were trained in the use of PLAN3 and used PLAN3 to align the Signpost assessments to PLAN, only to discover that in ALAN results were still being recorded in PLAN2. This caused some frustration and there was a

reduction in the expectation of data recording.

In 2023, we will consolidate the use of Signpost and then review its success at the end of the year. The new mathematics curriculum will be implemented in K-2 and investigated for Years 3-6.

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
<p>NAPLAN Top 2 Bands - Reading</p> <p>Improvement in the percentage of students achieving in the Top 2 bands Reading to be moving towards the school's lower bound system-negotiated target of 64.0%.</p>	<ul style="list-style-type: none"> • 62.50% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
<p>NAPLAN Top 2 Bands - Numeracy</p> <p>Improvement in the percentage of students achieving in the Top 2 bands Numeracy to be moving towards the school's lower bound system-negotiated target of 49.5%.</p>	<ul style="list-style-type: none"> • 42.86% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
<p>NAPLAN Expected Growth - Reading</p> <p>The percentage of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system-negotiated target of 64.4%.</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<p>NAPLAN Expected Growth - Numeracy</p> <p>The percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 68.8%.</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

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: \$15,688.00

Integration funding support: \$31,749.00

Aboriginal background: \$5,760.00

English language proficiency: \$36,551.00

Low level adjustment for disability: \$76,576.00

Summary of progress

High Impact Strategies

Throughout 2022 all staff revisited four of the eight key teaching practices from *What Works Best*. A quick survey of the staff's interest and performance resulted in the selection of the following four teaching practices: *High Expectations*, *Explicit Teaching*, *Effective Feedback* and *Data Informed Practice*. Working in pairs, staff reviewed the current school practice, investigated the research on the teaching practice and then gave recommendations for improvement. Presentations were made to staff as a whole and then teachers were asked to select and implement a recommendation. Discussions were held regarding the impact of the recommendation a few weeks later. Implementing professional development in this way was motivating for staff and ensured all teachers were interacting with research and collecting data on performance. The follow up period and examination of the impact of the recommendations needed to be further extended to have maximum impact. Staff absences and end of year disruption meant that follow up was not completed.

Looking ahead to 2023, constant staffing changes means that the school needs to implement ways to inform and up-skill new staff on strategies that have been investigated and recommendations that have been made. Under the four strategies further recommendations included: *High Expectations* Inform parents and the community of the meaning of high expectations in the school setting and involve them in the achievement of higher standards; *Explicit Teaching*: the school will participate in collaboration with a professional community consisting of three other local schools, *Effective Feedback*: teachers will focus on increasing their feedback on processes rather than just products and *Data Informed Practice*: the Assistant Principal Curriculum and Implementation (APCI) will assist staff to use PLAN and other data to further inform their practice.

Curriculum Differentiation: School Internal Data

By continuing to provide teaching staff with additional time to review data, and stage meetings specifically focusing on data, staff were better informed about student performance and need. Data was collected across all KLAs, with a particular focus on the analysis of reading, writing, spelling and knowledge of basic maths facts. This data was used to support Personalised Learning Plans and select students for Learning Support programs, guiding their tuition. As well as using data to inform their program content, class teachers used it to select 4-5 students per 5 weeks to target for additional intervention to accelerate improvement. The collection of data increased considerably across the school which will be analysed and used to inform teaching practice. Staff absences and lack of casual teaching staff increased the difficulty for staff to prioritise the analysis of data and to follow up with their targeted students.

The focus for 2023 will be continued professional development on the analysis of data and its use to inform practice; the development of systems to target students in five week blocks and; to improve the use of PLAN across the school.

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
<p>School Internal Data</p> <p>The percentage of teachers tracking student progress using school data measures in spelling, reading, writing and mathematics. which identify effective programs for student growth is moving towards the school identified target of 100%.</p> <p>TTFM teacher survey identifies increased confidence in use of data practices.</p>	<p>Analysis of school data measures shows that 100% of teachers track student progress using school data measures in spelling, reading, writing and mathematics indicating achievement of the school identified target.</p> <p>Teacher surveys revealed that all on-class teaching staff identified increased confidence in the use of data practices.</p>
<p>High Impact Strategies</p> <p>Self-assessment against the School Excellence Framework shows the school moving towards the school identified target of excelling in the element of Effective Classroom Practice.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice.

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/Engagement
- Collaboration

Resources allocated to this strategic direction

Socio-economic background: \$11,006.00

School support allocation (principal support): \$14,561.00

Summary of progress

Wellbeing

Student wellbeing is a high priority at MPPS. The collection of data through the Forge survey and TTFM was used to focus on individuals and small groups for additional support through the LST and the Wellbeing Support Officer (employed through the chaplaincy program). All teachers were up-skilled in their knowledge of the Zones of Regulation through an external provider. Parents were informed through newsletters and term overviews. Consequently a common dialogue for emotions is available to students, parents and teachers. The school Learner Qualities were reviewed with all classes and are frequently referred to in discussion with students and parents.

Attendance data was analysed and the school procedure followed where attendance was lacking. Trends were seen through data analysis and families were contacted to support improved student attendance. Relatively out of the school's control were the attendance of several families who had moved from the area contributing to long term absences as they delayed re-enrolling in their new location.

The school Behaviour Policy was reviewed and altered to bring it in line with the new Department policy regarding behaviour and restrictive practices. Individual student behaviour plans were created in Term 4 in line with the new policies.

In 2023, a turn over of staff will require the revisiting of school programs such as Zones of Regulation and the school Learner Qualities. The wellbeing support officer will be re-employed and will continue her work with individuals and groups. Monitoring and reacting as required to improve attendance and student behaviour will remain a focus and engaging students, particularly through the SRC, will increase.

Collaboration

It was exciting to be able to increase community engagement and collaboration in learning as covid restrictions eased throughout 2022. Parents were welcomed back in the school: Mentors assisted individuals with reading and basic mathematics through the learning and support program. Parents assisted with classroom activities and community members visited to reflect with students on their work. The 77th anniversary celebrations showcased the school's journey and resulted in engagement with past students through electronic means as well as at the celebration event. Kindergarten transition programs welcomed new families to the school and reinforced the school culture and expectations. Communication with the local community was enhanced through the purchase of a new electronic sign, the updating of the school website and the increased use of the Sentral Portal.

75% of classroom teachers mentored a pre-service teacher throughout the year, increasing the adult/student ratio in classrooms and contributing to the training of future teachers. This proved to be very successful for the pre-service teachers and the engagement of students.

Teachers also engaged with their colleagues from a number of local schools, learning about the new curriculum and explicit direct instruction. A school Reconciliation Plan was created for implementation and the school increased knowledge of Aboriginal culture through immersion in programs.

Regular Student Representative Council meetings and initiatives gave students a voice in the school and resulted in several enjoyable activities including the reintroduction of Tucker Time.

Increased communication and involvement of all members of the school community increased their contribution to the school and ultimately increased student performance.

In 2023 it is hoped that in addition to the continuation of activities listed above, we will further increase parent/carer knowledge and involvement in school programs. This will include information sessions about the new curriculum and wellbeing programs.

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
<p>Wellbeing</p> <p>Tell Them From Me Wellbeing data is moving towards the lower bound system-negotiated target of 89.8%</p>	<ul style="list-style-type: none"> • Tell Them From Me data indicates 79.44% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
<p>Attendance</p> <p>Percentage of students attending school more than 90% of the time to be moving towards the lower bound system negotiated target of 88.3%.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 18.86% as a result of the disruptions caused by covid absences throughout the year.
<p>Behaviour</p> <p>Percentage of staff embedding Positive Behaviour for Learning (PBL) processes and practices across the school is moving towards the school identified target of 100%.</p>	<p>Analysis of school data shows that 100% of teachers embed Positive Behaviour for Learning (PBL) processes and practices into their classrooms indicating achievement of progress yet to be seen toward> the school identified target.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$11,006.00</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/Engagement <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 for educational materials, uniform, equipment and other items • professional development of staff through Zones of Regulation to support student learning and regulation of emotions <p>The allocation of this funding has resulted in the following impact: identified students being able to access and participate in whole of school experiences on the same basis as others such as full participation in off site learning experiences and incursions. engage extra human resources to support students with daily reading</p> <p>After evaluation, the next steps to support our students will be: continue to support family to access support and learning resources. to engage support staff to monitor the learning acquisition on a 1:1 basis.</p>
<p>Aboriginal background</p> <p>\$5,760.00</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: personalised learning plan for individual students supported by Student Learning Support Officers working 1:1 with students to improve literacy skills in early reading. consolidation of numeracy skills through 1:1 support time enhanced the engagement of individual students.</p> <p>After evaluation, the next steps to support our students will be: to provide planning time early to allow teachers to develop a personalised learning plan for individual students. management of plans and communication to parent about learning goals for each student. provide professional learning to all staff to update on Aboriginal policy and incorporating Aboriginal perspectives into teaching and learning programs.</p>
<p>English language proficiency</p> <p>\$36,551.00</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>

<p>English language proficiency</p> <p>\$36,551.00</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 • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: support provided on a 1:1 basis for emerging students from K-6 EAL/D Kindergarten Year 1 and Year 2 students were supported through a speaking and listening program which developed confidence when speaking English. EAL/D students in Yr 3-5 focused on improving grammar and enriching vocabulary which led to improved writing outcomes for identified students.</p> <p>After evaluation, the next steps to support our students will be: to develop individual learning goals for EAL/D students in the area of grammar and vocabulary to enrich writing samples. This will support the initiative to improve and extend skills in writing.</p>
<p>Low level adjustment for disability</p> <p>\$76,576.00</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"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Multilit to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: an increase in students achieving at expected level in school based programs with a more consistent approach to learning support interventions. the Learning and Support Teacher collaborating with classrooms teachers to build capability in meeting the literacy needs of identified students. using PLAN data to monitor and target specific students for learning support.</p> <p>After evaluation, the next steps to support our students will be: continue to employ Student Learning Support Officers to deliver evidence based programs, such as Multilit, to identified cohorts. to further expand the impact of the learning and support team to target learning interventions in the classroom.</p>
<p>QTSS release</p> <p>\$39,878.00</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 enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff

<p>QTSS release</p> <p>\$39,878.00</p>	<p>The allocation of this funding has resulted in the following impact: delivering enrichment opportunities for mathematically high potential students in small groups with a successful increase in student achievement in mathematics competitions. providing teachers with increased release time to develop their capacity to input data into PLAN as a strategy to inform teaching practices based on data.</p> <p>After evaluation, the next steps to support our students will be: to utilise funds to deliver programs that target high potential students as a strategy to deliver the High Potential and Gifted Education policy. staff release to align data input with teaching and learning programs in mathematics</p>
<p>Literacy and numeracy intervention</p> <p>\$24,133.00</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"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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 Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: increase teacher capacity in explicitly teaching literacy and numeracy as a result of classroom support with the extension of the LaST time across the school for literacy and numeracy programs.</p> <p>After evaluation, the next steps to support our students will be: to continue to support teachers to deliver teaching and learning program with the new curriculum. This support will be delivered by the APCI role in 2023.</p>
<p>COVID ILSP</p> <p>\$46,000.00</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 2022.</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - MacLit Semester 1 and Problem solving Semester 2 • providing intensive small group tuition for identified students who were below class standard on school assessments <p>The allocation of this funding has resulted in the following impact: small group tuition allowed MacLit students to increase skills and achieve growth in internal assessments. Semester 1 numeracy students achieved growth as measured by internal assessments Semester 2</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>COVID ILSP</p> <p>\$46,000.00</p>	<p>to continue small group tuition for students in mathematics as assessed against school data use data sources to identify specific student need and track progress of students once small group tuition is completed. identify and support students through the Learning and Support program to meet their personal learning goals as a priority.</p>
<p>Integration funding support</p> <p>\$31,749.00</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 targeted professional learning around autism • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of Trauma Informed Practices • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: targeted students and programs were successfully supported through strategic use of funds, monitoring of timetable and management of support officers. improved learning outcomes and opportunities for eligible students who require moderate levels of adjustment. all PLPs and case conferences regularly updated in response to student learning needs and support needs within their own classroom.</p> <p>After evaluation, the next steps to support our students will be: continue to support identified students to achieve success in their learning goals both inside classrooms and in outdoor settings. to adjust integration funds throughout the year in response to PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Professional learning</p> <p>\$15,688.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • High Impact Strategies <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • all staff completed prescribed Mandatory Modules as part of compliance training for the Department • Timetabled weekly Professional Learning sessions throughout the year • Executive PL schedule guided by School Improvement Plan (SIP) • Staff engagement with Quality Teaching Rounds <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed high impact practices into classrooms, resulting in increased confidence to deliver explicit teaching strategies. continued collaboration with all staff to embed an engaged learning culture for our school.</p> <p>After evaluation, the next steps to support our students will be:</p>

Professional learning \$15,688.00	ensure personalised and targeted professional learning in the form of mentoring and co-teaching to deliver curriculum reform and meet the targeted needs of a diversity of staff experience.
Literacy and numeracy \$6,599.00	<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"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: delivery of the online program "Literacy Pro" for Years 3-6 students to track reading and comprehension at individual reading level which resulted in improved data to track student reading progress.</p> <p>After evaluation, the next steps to support our students will be: to continue to have differentiated literacy and numeracy interventions across the school and to ensure that identified students are receiving targeted support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	89	93	97	97
Girls	119	119	114	93

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	93.4	94.3	91.6
1	95.6	92.2	95.9	91.0
2	94.7	92.3	93.7	88.7
3	94.6	91.3	92.7	92.8
4	95.2	93.7	94.2	88.9
5	92.0	95.5	92.7	89.8
6	93.4	94.7	95.8	91.3
All Years	94.4	93.3	94.2	90.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	6.98
Literacy and Numeracy Intervent	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 employment 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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	508,492
Revenue	2,354,585
Appropriation	2,092,476
Grants and contributions	254,142
Investment income	7,867
Other revenue	100
Expenses	-2,280,072
Employee related	-1,988,510
Operating expenses	-291,562
Surplus / deficit for the year	74,512
Closing Balance	583,004

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.

	2022 SBAR Adjustments (\$)
Targeted Total	47,007
Equity Total	129,464
Equity - Aboriginal	5,760
Equity - Socio-economic	11,006
Equity - Language	36,551
Equity - Disability	76,148
Base Total	1,609,504
Base - Per Capita	53,315
Base - Location	0
Base - Other	1,556,188
Other Total	144,605
Grand Total	1,930,580

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 2022, a variety of methods were used to obtain feedback, such as gate chats, phone calls, P&C feedback, Student Voice sessions, staff meetings and survey instruments such as Tell Them From Me surveys.

Below is a summary of the Tell Them From Me Surveys for students, staff and parents.

Student Feedback

55/90 Students in Yr 4-6 completed the Tell Them From Survey. The Student Survey is designed to provide an insight to guide school planning and help to identify school improvement initiatives.

71% of students feel accepted and valued by their peers and by others at school (NSW government norm was 81%)

86% of students have friends at school they can trust and who encourage them to make positive choices (NSW government norm was 85%)

88% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future (NSW government norm was 96%)

41% of students do homework for their classes with a positive attitude and in a timely manner (NSW government norm was 63%)

81% of students try hard to succeed in their learning (NSW government norm was 88%)

91% of students that do not get into trouble at school for disruptive or inappropriate behaviour (NSW government norm was 83%)

28% of students who are subjected to moderate to severe physical, social, or verbal bullying or are bullied over the internet (NSW government norm was 36%)

84% of school staff emphasise academic skills and hold high expectations for all students to succeed (NSW government norm was 87%)

From this analysis, the school is aware that 'homework' remains a consistent weak area with negative perceptions. The battle between student and parent opinions continues. Teachers review homework practices and home-school communications on a regular basis. The school has a strong focus on student wellbeing. Whilst the student perception of bullying is low compared the NSW government norm, teachers constantly provide support to all students and implement strong behaviour support programs.

Teacher Feedback

11/13 teachers responded to the 2022 Tell Them From Me Survey. A ten point scale was used with 0 indicating strong disagreement and 10 indicating strong agreement.

Some findings from the teacher survey include;

8.2- I give students written feedback on their work

8.4- I am regularly available to help students with special learning needs

7.7- Teachers have given me helpful feedback about my teaching

6.8- I use computers or other interactive technology to give students immediate feedback on their learning

7.5- School leaders have provided me with useful feedback about my teaching

8.2- Students receive written feedback on their work at least once every week

7.7- I use formal assessment tasks to discuss with students where common mistakes are made

6.4- I ask parents to review and comment on students' work

9.3- I monitor the progress of individual students

8.6- I made sure that students with special learning needs receive meaningful feedback on their work

Parent Feedback

The 2022 Tell Them From Me Survey was communicated to parents through the school's newsletter and through the class communication tool SeeSaw, encouraging parents to participate.

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

7.2 - I feel welcome when I visit the school.

8.8 - I can easily speak with my child's teachers.

8.9 - I am well informed about school activities.

8.4 - Teachers listen to concerns I have.

7.2 - I can easily speak with the school principal.

8.1 - Written information from the school is in clear, plain language.

Parent activities are scheduled at times when I can attend. 5.6

The school's administrative staff are helpful when I have a question or problem. 8.1

The school is aware of the minimal survey feedback we receive through the TTFM platform. We keep feedback from parents in other ways such as emails, letters verbal feedback as a way of hearing from the community.

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.

Aboriginal Education - School statement

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
- * Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- * 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.