School context

Marsden Road Public School has a population of 632 students with 86% of students from language backgrounds other than English, 20% of whom are newly arrived refugees. The school currently has 27 classes organised into stage teams led by four Assistant Principals. The education of these students is supported by the equivalent of 4.8 English as a Second Language (ESL) teachers, two full-time Learning and Support Teachers (LAS), two Reading Recovery teachers, four full-time School Learning Support Officers (SLSOs), a full-time School Learning Support Officer Ethnic (SLSOE), two day per week school counsellor and a full-time teacher librarian. The staff is comprised of a relatively stable mix of both experienced and early career teachers, with 17 of the 40 teaching staff being new scheme teachers. The administration staff is a very experienced team with extensive knowledge of and connection to the local community.

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

Principal’s message

This has been another successful year for Marsden Road Public School. We maintain a very positive reputation within the local community and beyond where our students have excelled in a range of curricular and extra-curricular activities.

During the year the teaching staff continued to build upon their professional expertise in utilising the K-6 English and Numeracy Continuums as a guiding framework for ongoing student assessment and as a platform for developing highly targeted, differentiated teaching and learning programs. Additionally, the teaching staff has undertaken extensive training and development in relation to the new Board of Studies English syllabus, which is due for implementation in 2014.

Our students were involved in many extracurricular activities both in and out of the school. On each occasion the students brought credit to themselves and the school through their promotion of community values, exemplary behaviour and good manners.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Greg Way

P & C

The community is very supportive of all programs implemented by the school. This year the Parents and Citizen’s Association has contributed funds to support the work undertaken by the teachers. The association met every month and conducted a number of fundraising events throughout the year. The P&C continued its traditional roles in providing entertainment for end of year celebrations, Year 6 Farewell and BBQs at school events.

Nicole Conlon– President

School Captains’ message

As the 2013 captains of Marsden Road Public School we have had many opportunities to promote student decision making in our school and develop strong interpersonal and leadership skills. It has been an honour to represent the students of our school. Our role has included: attending meetings with teachers to discuss issues raised by class SRC representatives; speaking and comparing at various school events and helping the other student leaders run the Friday assemblies.

We have had a wonderful year as captains and take many fond memories of this great school as we head into high school. We wish everyone a successful and rewarding 2014.

Harinisindhu Ravi and Petar Drca
Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
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<td>Female</td>
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<td>324</td>
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Student attendance profile

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<td>94.9</td>
<td>94.2</td>
<td>94.5</td>
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</table>

Management of non-attendance

In order to manage non-attendance we aim to provide for our students an engaging curriculum and a safe environment in which to work.

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Primary Teacher RFF</td>
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<td>Primary Part Time</td>
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<td>School Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
<td>42.636</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

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

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2013

<table>
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<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<td>Total income</td>
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Expenditure

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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Training &amp; development</td>
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<td>Total expenditure</td>
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<td>Balance carried forward</td>
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</tbody>
</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Achievements

Arts

During 2013, Marsden Road Public School students participated in a variety of artistic events. These included:

- A highly successfully performance of ‘The Giving Tree’ at the Wakakirri Story Dance competition. Eighty six students performed at the Riverside Theatre in Parramatta, and then at the competition finals held at the State Sport Centre at Homebush. Marsden Road Public School receive 2nd place in Sydney Division 1. The performance was given rave reviews from the judges and event organisers for the sensitivity and emotion of the performers, the costuming, stage design and music, and the accompanying display book showcasing the creative process. Congratulations to all students, teachers and school community members who were involved in this event!

- Wakakirri rehearsals

- The annual Liverpool Arts and Film Festival (LAaff) held during Term 3. More than 60 students represented Marsden Road Public School in the choir, signing choir and junior dance group. Each performance showed student talent and skill, and was well received by the audience.

- The in-school Improvisation competition again ran in 2013. It involved four teams and 25 students competing over the course of Term 4. Students were taught dramatic skills and then performed various drama activities in front of an audience.

Sport

A wide range of sporting activities were offered this year and many outstanding results were achieved:
• Students from Kindergarten to Year 6 participated in specialised sports programs as part of the key learning area - PDHPE. These weekly sessions focused on developing fundamental movement skills using modified games in order to ultimately improve the fitness and abilities of the students.

• Our sixteen school house captains and vice captains were utilised to set up equipment for weekly sporting sessions. They were also called upon at the athletics and cross-country carnivals to lead their houses and assist their peers.

• Students with proven swimming skills attended the combined swimming carnival along with students from Liverpool, Nuwarra and Mount Pritchard East Public Schools. 12 students from Marsden Road Public School participated on the day, with Anamarija Strbac, Nikola Radakovic, Stefan Vujanic and Ronan Aguilar moving into the next round of competition.

• The cross country carnival took place at school this year and after a successful day we had 64 students move forward to compete at the zone level.

• The athletics carnival was held at local sports ground, Dwyer Oval. This involved all students being taken by bus to the venue to compete. It was a highly successful day with students and teachers appreciating the grounds facilities.

• Fifty five students represented Marsden Road Public School at the Zone Athletics Carnival in track and field events. One relay team qualified for regional representation along with four individual track and field competitors;

• Marsden Road re-entered the Liverpool Zone Friday afternoon sporting competitions in 2013. The students were involved in the following competitions; Netball, Soccer, OzTag, Softball, Newcombeball and T-Ball. Many teachers across the school coached the teams during lunchtimes, before and after school.

• Fifty-five Year 2 - 6 students attended an intensive week-long Swim Scheme program. This NSW government initiative took place during Weeks 8 & 9 in Term 1 for each group of students and the focus was on learning basic safety skills in the water.

• Throughout the year, students had visits from coaches of different sporting teams. Students participated in workshops run by Cricket NSW, ALF and Little Athletics, as well as having an inspirational talk from Olympian Chloe Esposito.

• This year we had a specialised 5 week dance program run by Footsteps Dance Company. Students K-6 were invited to attend and were taught a range of movement skills and dances.

• A stage 3 boys cricket team played in the Milo Cup local competition run by Cricket NSW. The boys won this competition and represented the Liverpool Zone at the Regional finals.

• The school provided after school sport activities to promote physical well-being of student K-6 as a part of the Federal Government’s Active After School Communities program.

Public speaking

• The school public speaking competition involved all students K-6, with stage winners being recognised at our whole school Presentation Day. We had three students represent us at both the Liverpool Area Oracy and the Multicultural Public Speaking Competitions. At the Liverpool Area Oracy competition two of our students Sindhu Ravi and Katarina Macura placed first and third in their respective divisions.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
The graphs on the following pages show student achievement from our school in comparison with state averages of all NSW Department of Education and Communities schools and schools that have been determined as Statistically Similar Groups according to their community’s economic status and demographics.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.
Significant programs and initiatives
Aboriginal education

We had a great year in Aboriginal Education at Marsden Road Public School. Our students have worked very hard and participated in a number of exciting activities to promote and recognise Aboriginal and Torres Strait Islander culture. We started our year off with Personal Learning Plans (PLPs) which proved to be an extremely valuable part of our programs. Our parents met with their child’s teacher to work on a plan in partnership to help our Aboriginal students achieve their goals, to build confidence and strive to get the most out of their education.

We continued to host the Liverpool Community of Schools’ Aboriginal Education Celebration (awards ceremony). All committee members were very pleased on the positive feedback received from the community and partner schools for this event. Congratulations to all students who received an award.

Multicultural education

At Marsden Road Public School 86% of our students come from a Language Background Other than English (LBOTE).

Our ESL teachers provided professional learning for our classroom teachers in delivering the Teaching English Language Learners (TELL) program. The programs strategies help support EAL/D students in achieving anticipated literacy outcomes.

ESL teachers were allocated to each stage and this model allowed ESL teachers to work collaboratively with classroom teachers and target EAL/D students who required additional support to develop their English skills.

Our newly arrived students attended intensive English classes. They all made a significant improvement in all areas of English. Classroom teachers were very pleased to see their newly arrived students developing the confidence to contribute to whole class discussions and participating in learning activities independently.

Our staff had the opportunity to learn about the new EAL/D learning progression. In 2014, teachers will use the EAL/D learning progression as a tool to assess, monitor and program for EAL/D students.

National partnerships and significant Commonwealth initiatives

2013 was the second of four years of participation in the Low SES School Communities National Partnership. This federally funded initiative supports school based initiatives to improve student learning outcomes. In 2013 Marsden Road PS received $657,397.00 Target areas were Literacy, Numeracy, Student Engagement & Attainment and Curriculum & Assessment. The funding was and will continue to be used to provide professional learning for teachers, enhance technology resources and employ additional staff to support student learning.

- Funds were utilised to engage additional Learning and Support Teachers who supported Literacy and Numeracy. Additional Literacy and Numeracy resources were purchased to support classroom programs and practices.
- Additional time was purchased to release the Assistant Principals to work as Leading Learners across the learning teams they support. This allowed time for a range of professional learning activities to be implemented in the classroom setting.
- Professional Learning was delivered to improve the use of technology to support programs and to increase student engagement within classrooms. Apple iPads were purchased and access systems put in place to ensure they were used effectively from K-6.
- A Community Liaison Officer was funded for two days per week to improve the engagement of families and community
members within the school. The Community Liaison Officer assisted in the running our playgroup and arranged parent workshops and provided excursions to community facilities and improved communication links between the school and our Non English Speaking community members.

School planning and evaluation 2012—2014

School evaluation processes

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

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

School planning 2012—2014: progress in 2013

School priority 1 – Literacy

Improved student learning outcomes in Reading and Vocabulary Knowledge

Outcomes from 2012–2014

- By the end of Term 3, 2013, increase the percentage of students at or above National Minimum Standard in Reading in Year 3 from 92% to 94%.
- By the end of Term 3, 2013, increase the percentage of students at proficiency in Reading in Year 3 from 32% to 35%.
- By the end of Term 3, 2013, increase the percentage of students at proficiency in Reading in Year 5 from 19% to 25%.

Evidence of progress towards outcomes in 2013:

- 2013 NAPLAN data demonstrated that 98% of Year 3 students placed at or above National Minimum Standard in Reading compared to 92% in 2012.
- 2013 NAPLAN data demonstrated that 92% of Year 5 students placed at or above National Minimum Standard in Reading compared to 89% in 2012.
- 2013 NAPLAN data demonstrated that 29% of Year 3 students achieved proficiency in Reading compared to 32% in 2012.
- 2013 NAPLAN data demonstrated that 10% of Year 5 students achieved proficiency in Reading compared to 19% in 2012.

Strategies to achieve these outcomes in 2014

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

School priority 2 - Numeracy

Improved student learning outcomes in Number and Problem Solving

Outcomes from 2012–2014

- By the end of Term 3, 2013, increase the percentage of students at or above National Minimum Standard in Number in Year 3 from 91% to 94%.
• By the end of Term 3, 2013, increase the percentage of students at or above National Minimum Standard in Number in Year 5 from 85% to 87%.
• By the end of Term 3, 2013, reduce the percentage of students at or below National Minimum Standard in Numeracy in Year 3 from 18% to 15%.
• By the end of Term 3, 2013, reduce the percentage of students at or below National Minimum Standard in Numeracy in Year 5 from 40% to 30%.

Evidence of progress towards outcomes in 2013:
• 2013 NAPLAN data demonstrated that 93% of Year 3 students achieved at or above National Minimum Standard in Number compared to 91% in 2012.
• 2013 NAPLAN data demonstrated that 85% of Year 5 students achieved at or above National Minimum Standard in Number, which remained the same as in 2012.
• 2013 NAPLAN data demonstrated that 21% of Year 3 students achieved at or below National Minimum Standard in Number compared to 18% in 2012.
• 2013 NAPLAN data demonstrated that 39% of Year 5 students achieved at or below National Minimum Standard in Number compared to 40% in 2012.

Strategies to achieve these outcomes in 2014:
• Introducing strategic number programs focused on the language of mathematics and problem solving.
• Investigate the possibility of adopting an early intervention program such as TEN.
• Investigate the possibility of adopting an early intervention program such as TOWN.
• Complementing the AP Leading Learner role with a strategic mentoring program for early career teachers (ECS role) for literacy and numeracy programs
• Increase the release of classroom teachers to meet with their Leading Learners to facilitate planned professional learning activities.

Quality assessment informs teaching practice
Outcomes from 2012–2014
• 100% of teachers can articulate what quality assessment is and how this is demonstrated in their practice.
• Increase the percentage of year 5 students who have greater than or equal to expected growth in NAPLAN Reading from 48.5% in 2012 to 53% in 2013.
• Increase the percentage of year 5 students who have greater than or equal to expected growth in NAPLAN Numeracy from 56.9% in 2012 to 60% in 2013.

Evidence of progress towards outcomes in 2013:
• 75% of teachers can articulate what quality assessment is and how this is demonstrated in their practice
• 2013 NAPLAN data demonstrated that 41.5% of Year 5 students achieved greater than or equal to expected growth in Reading compared to 48.5% in 2012.
• 2013 NAPLAN data demonstrated that 56.3% of Year 5 students achieved greater than or equal to expected growth in Number compared to 56.9% in 2012.

Strategies to achieve these outcomes in 2014:
• Complementing the AP Leading Learner role with a strategic mentoring program for early career teachers (ECS role) for literacy and numeracy programs.
• Students in Stage 2 will have their individual progress in the aspect of reading on the literacy continuum compiled on a data wall to ensure appropriate remediation or extension strategies can be implemented.
• Students in Stage 2 will have their individual progress in the place value aspect of the numeracy continuum compiled on a data wall to ensure appropriate remediation or extension strategies can be implemented.

School priority 3 - Curriculum and Assessment

School priority 4 – Student Engagement & Attainment / Aboriginal Education

Personalised support to ensure success for every student

Improved levels of community engagement and partnership
Outcomes from 2012–2014

- To improve school attendance rates in semester one 2013 from 94.09% in 2012 to 94.59% in semester one 2013.
- To reduce the number of students who have 4 or more late arrivals per term by 25%.
- Increase average parental attendance at Parent Café and P&C meetings by 25%.
- 85% of Aboriginal parents contribute to and endorse PLPs developed for their children.
- Across K-6, an average of 40% of families attend Meet the Teacher evenings and Parent Teacher interviews.

Evidence of progress towards outcomes in 2013:

- Semester One Attendance Report 2013 demonstrated that attendance rates were improved from 94.09-94.5%.
- No progress made, but instead the amount of late arrivals increased per Term by an average of 1.5%.
- The Parent Café attendance roll indicated that on average 10.1 parents participated in weekly workshops. A 54.5% increase on 2012 attendance rates.
- The P&C attendance roll indicated that on average 9.5 parents participated in monthly meetings. A 27% increase on 2012 attendance rates.
- 100% of Aboriginal PLPs were created in consultation between teacher and student. However, only 66.6% of the parents of Aboriginal students contributed to the writing and reviewing of PLPs.
- 29.4% of families attended the Meet the Teacher evening and 63.8% of families attended Parent Teacher Interviews. Therefore, an average of 46.6% of families attended these events in 2013.

Professional learning

Teacher Professional Learning funds are allocated to all schools annually. In 2013 the school received $22604 from the Department to support the implementation of school improvement targets and priorities reflected through the commitment of all staff to continuous training and development to improve the quality of school programs and support student achievement of outcomes.

- Staff members new to Marsden Road in 20132 were given Focus on Reading training.
- All staff members were trained in TELL (Teaching English Language Learners) by our school facilitators.
- Guided Reading and Reading Recovery strategies were addressed at stage team meeting sessions.
- The school leadership team worked with individual teachers to develop professional learning plans to support quality teaching. The plans are linked to the Professional Teaching Standards and the annual Teacher and Executive Assessment Reviews.
- Staff was trained in accessing and analysing NAPLAN data.
- Uses for iPads were presented at whole staff and stage professional development meetings.
- Staff updated their Cardio-Pulmonary Resuscitation accreditation.
- Kindergarten and stage one teachers were trained in the implementation and use of ‘Best Start’ software.
- The Literacy team introduced professional learning to support the introduction and implementation of the NSW K-6 English Syllabus for the Australian Curriculum.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- 86% of parent responses agree or strongly agree that positive relationships exist between the school and community. A further 89% agree or strongly agree that parents and carers are assisted to support their child’s learning at home.
• Student survey responses indicate that 83% agree or strongly agree they were happy to come to school and felt safe while there. 85% of student responses indicated that teaching at the school was good and helps to develop their literacy skills.

• Staff responses indicated that the improved data collection and analysis is having a positive impact on student learning because teachers are better able to target teaching practices. The data allows higher quality evaluation of teaching programs to ensure we are meeting the needs of all students.

Program evaluations

Background
Marsden Road Public School and Community started implementing the KidsMatter Mental Health strategy. Surveys were conducted of Staff and Parents and the resulting strengths and areas for development are listed below.

Findings and conclusions

Staff – Strengths 95% of our teachers strongly believe;

- Supporting students’ mental health and wellbeing is a central part of my role.

- Making the time to get to know students is a priority for me.

- Children’s mental health and wellbeing is better supported when home and school work together.

- Our school can make a real difference towards improving students’ mental health and wellbeing.

- Getting help and support early is very important for improving outcomes for students and families who may be experiencing mental health difficulties.

Parents –

- 82% of parents agree/strongly agree that the school respects and values their family's beliefs and wishes.

- 92% of parents agree/strongly agree that the school provides a safe and caring environment for their child.

- 92% of parents agree/strongly agree that they feel welcome when visiting their child’s school.

- 88% of parents agree/strongly agree that they feel that their child’s teacher cares about their child.

- 87% of parents agree/strongly agree that they are comfortable talking to their child’s teacher about their child.

- 82% of parents agree/strongly agree that they are satisfied with how their child is progressing socially, emotionally and behaviourally.

- 81% of parents agree/strongly agree that they know how to help their child do well in school.

- 79% of parents agree/strongly agree that the school sets clear, high expectations for student behavior.

Future directions

Staff – Development areas. 63-69% of our teachers believe;

- Information is provided to families about our school’s approach to social and emotional learning.

- Our school community has specific policies and practices that support students and families experiencing mental health difficulties to seek appropriate help.

- They work collaboratively with families in developing students' social and emotional skills.

- Teaching of social and emotional learning is viewed holistically in our curriculum.

- They encourage parents and carers to make connections with other parents and participate in support networks.

Parents –

- 74% of parents agree/strongly agree that they feel comfortable asking staff about parenting and child development.

- 76% of parents agree/strongly agree that they feel that they can participate in decisions that affect their child at school.

- 75% of parents agree/strongly agree that they feel school staff are respectful and
sensitive to children experiencing social, emotional and behavioural difficulties.

- 75% of parents agree/strongly agree that they feel children at the school have someone they can talk to if they need help or advice.
- 66% of parents agree/strongly agree that they feel school staff are supportive of parents who may be experiencing particular challenges in their life.
- 64% of parents agree/strongly agree that they feel that the school makes use of outside support services to assist children who are experiencing difficulties.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Amanda Amiet - Assistant Principal
Wendy Atkinson - Assistant Principal
Natalie Sheppard - Deputy Principal (rel)
Danielle Franklin - Assistant Principal
Anna Watson – Assistant Principal (rel)
Lisa Duggan – Assistant Principal (rel)
Nicole Friedewald – Teacher
Karen Speechley - Teacher
Mervat Khalil – Teacher
Michelle Danne - Teacher
Dana Castro – ESL Teacher
Nicole Conlon – P&C President
Greg Way - Principal

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