School context statement

Marrickville West Primary School was established in 1886 and serves the diverse community of Marrickville in Sydney’s inner west. The school’s motto, “Work as One” is increasingly relevant as we continue to provide inclusive, quality education in the context of an increasingly diverse and changing local demographic. The school is strongly supported by an active P&C and a School as Community Centre (SACC) on site.

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

In 2014, 278 students were enrolled at Marrickville West Primary School from 42 language backgrounds. 58% of students came from families where a language other than (or in addition to) English was spoken at home. Of the remaining 42% of families, more than half have lived in the area for less than 2 years.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>K</th>
<th>2009</th>
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<th>2010</th>
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</tbody>
</table>

Several families took extended leave to visit relatives overseas during 2014. Three families recorded well above average number of absences for various other personal reasons.

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>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2.004</td>
</tr>
<tr>
<td>Total</td>
<td>19.824</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The school has one, full time Aboriginal Learning Support Officer.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

The school received $12,789.90 (as a “tied” grant) to fund teacher professional learning in 2014. In total we spent $17,463.62. The difference was paid for with funds allocated to programs and initiatives carried over from 2013.

The majority of these funds were used to cover classes while teachers participated in professional learning. Significant programs for teachers included the following:

- Australian Curriculum - English and Mathematics
- Student Welfare / WHS – Anaphylaxis, Emergency Care and First Aide, Asthma, Child Protection
- Restorative Practice and Behavior Management
- Quality Teaching Framework and Professional Coaching (Executive)

Beginning Teachers

Marrickville West Primary School had no new, permanent Beginning Teachers in 2014.
Financial summary

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

This summary also does not include funds received or expended by the P&C (including the Canteen).

It should be noted that the financial year for schools goes from 1 December to 30 November. This statement does not take into account any receipts or payments that occurred after the end of November of 2014.

Date of financial summary 30/11/2014

Income
$ Balance brought forward 159,484.65
Global funds 218,295.55
Tied funds 267,701.94
School & community sources 147,068.90
Interest 5,726.50
Trust receipts 8,942.95
Total income 807,220.49

Expenditure
Teaching & learning
  Key learning areas 22,805.22
  Excursions 21,345.92
  Extracurricular dissections 66,922.57
Library 1,185.77
Tied funds 250,505.59
Casual relief teachers 80,512.26
Administration & office 59,191.65
Utilities 56,700.68
Maintenance 27,741.53
Trust accounts 11,126.54
Capital programs 43,800.00
Total expenditure 641,837.73
Balance carried forward 165,382.76

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

School-based assessment data indicates that the vast majority of students at Marrickville West Primary School achieved at or above expected standards. Data showing progress between Years 3 and 5 indicates the average student improvement is close to or better than state averages (despite a much higher than average proportion of students newly arrived in Australia and/or learning English as an additional language.

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)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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 and enter the school name in the Find a school and select GO to access the school data.

Graphs showing percentages of students achieving in performance bands for each of the NAPLAN tests and the average progress between Years 3 and 5 for English and Numeracy follow here.

“School and Community Sources” includes payments made by parents to cover the cost of excursions, sport, uniforms and contributions. This dissection also includes the revenue raised from hire of facilities.

Tied Funds are amounts given to the school for specific purposes. In 2014, Tied Funds included Funding Support for students with disabilities ($83,960), Teacher Professional Learning ($12,789), Learning Assistance ($27,093) and Community Centre operational budget ($21,862).

The “Administration and Office” dissection includes copying paper and general stores such as stationery used across the school.
NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Significant programs and initiatives – Policy and equity funding

In 2014, the school received additional Equity Funding as part of the Department’s new Resource Allocation Model (RAM).

Funding was received to support students with Aboriginal background, for Learning Support and Disability, for students Learning English as an Additional Language and students from Low Socio-Economic Backgrounds.

Aboriginal background

The Aboriginal Background Loading of $6,456 was used to facilitate the development of Personalised Learning Plans. School Learning Support Teachers, School Learning Support Officers and Aboriginal Education Officers implemented learning plans and provided assistance for students, targeting specific areas of need in Literacy and Numeracy.

Socio-economic background

The Socio-economic Background Loading of $7,200 contributed to the provision of additional learning support teachers used to facilitate smaller group lessons for every student to target basic skills in Literacy and Numeracy.

English language proficiency

English Language Proficiency Loading continued to fund the school’s allocated ESL teacher (4 days per week). This teacher contributed to Literacy and Numeracy groups with a particular emphasis on supporting students learning English as an additional language.

Learning and Support

$11,211 in funds for Low Level Adjustment for Disability Loading was used primarily to provide learning support officers (SLSO’s) to assist students to access the curriculum in the classroom, assist teachers to implement individual learning plans and ensure safety of students requiring additional assistance or supervision. This funding also provided teacher relief to release staff to participate in and coordinate the Learning and Support Team.

Other significant initiatives

Marrickville West Primary School continues to prioritise programs and initiatives that engage and promote community strengths, value and acknowledge student diversity and deliver rich, creative, quality learning opportunities for all students.

Other significant programs in 2014 have included:

- Sculpture By The School (in partnership with the P&C)
- Bilingual Story Circles (in partnership with Connect Marrickville)
- Bilingual Film Festival (in partnership with Connect Marrickville)
- Multicultural Day
- Language Education (Vietnamese, Arabic, Chinese and Spanish)
- Enrichment Program (for all students)
- Student Representative Council
- University of Sydney Reading Project
- University of Sydney Science Project
- Specialised Music Program (including Recorder performances at the Opera House), Community Choir events and launch of a school Band
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:

- Analysis of student achievement data (including NAPLAN and school-based assessment)
- Surveys of students, staff and parents
- Focus groups

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

80% of students will attain the level of “Competent” or above in Reading (2014 Second Semester Report)

95% of students will surpass minimum standard & 40% will reach level of proficiency (Top 2 Bands) in Year 3 & 5 NAPLAN tests for reading (2014)

Strategies to achieve these outcomes in 2014

- Implementation of the new English Syllabus K-6
- Continued teacher professional learning to embed philosophy and strategies promoted by the new NSW English Syllabus
- Learning Support structures such as intensive literacy sessions for each stage group, explicitly targeting differentiated learning needs.
- Review of procedures to enhance effectiveness of the Learning Support Team to monitor and enhance outcomes for individual students

Evidence of achievement of outcomes in 2014:

- 77% of students in Year 1-6 achieved at a level of “Competent” or above in Student Reports for Semester 2. This is slightly below the target of 80%.
- 92% of Year 3 and 97% of Year 5 surpassed the minimum standard in Numeracy (NAPLAN). This is close to our target of 95%.
- On average, 93% of Year 3 students achieved at or above minimum standard in Literacy

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

% of Year 5 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

School priority 2

Numeracy

Outcomes from 2012–2014

80% of students will attain level of Competency or above in Working Mathematically (2014 Second Semester Report)
95% of students will surpass minimum standard & 30% will reach level of proficiency (Top 2 Bands) in Year 3 & 5 NAPLAN tests (2014)

**Strategies to achieve these outcomes in 2014:**

- Introduce and explore the National Curriculum and NSW Syllabus in Mathematics (to be formally implemented in 2014).
- New resources purchased to support the implementation of the National Curriculum and Numeracy Continuum.
- Quality teaching and learning activities (in line with the spirit of the new curriculum) will be developed, trialed, observed and evaluated collaboratively by members of each stage team.
- Staff will work in partnership with a local community of schools to develop opportunities for teachers to share professional learning and teaching strategies with teachers from other schools.

**Evidence of progress towards outcomes in 2014:**

- 76% of students from Years 1-6 achieved a level of “Competent” or above in Semester 2 Student Reports for Working Mathematically. This is below our target of 80% (by 6 students).
- 96% of Year 3 students (all but 1) surpassed the minimum standard in Mathematics (NAPLAN). This is above the target of 95%.
- 89% of Year 5 (all but 2, one of whom was exempt from the test) surpassed the minimum standard in Mathematics (NAPLAN). This is below the target of 95%.
- 21% of Year 3 and 21% of Year 5 achieved in the top Performance Bands for Numeracy (NAPLAN). This is below the target of 30%.

**School priority 3**

**School and Community Partnerships**

**Outcomes from 2012–2014**

Strong partnerships between school, parents and community are evident, cohesive and proactively enhance student learning outcomes

**Strategies to achieve these outcomes in 2014:**

- Enhance communication between home, school and community. Review the newsletter for relevance, ease of language and scope to provide feedback.
- Provide parent information afternoons with catering to introduce and inform parents of school programs.
- Connect learning at home and at school and increase use of family expertise to support learning and school programs.
- Examine the links between home learning activities and learning in the classroom. Explore options for family involvement in the classroom and ways to better communicate what is being learnt at school.
- Work with Connect and Class Parent program to expand opportunities to connect and empower parents to support each other and their school by facilitating communication, parent training, school planning, evaluation and community development strategies.
- Class parent emails
- Enrichment groups
- Communication strategies e.g. Website, Facebook, Newsletter
- Classroom Volunteers
- Homework Volunteers (for students, parents and volunteers)
- Workshops for parents to explore internet, email and white board applications

**Evidence of progress towards outcomes in 2014:**

- Parent satisfaction surveys indicate that by far the majority of parents are satisfied with their child’s education and feel confident to visit and help out at school, although only around 17% have done so this year.
- Teachers report increasing numbers of parent helpers volunteering to assist in classrooms, primarily in Years K-2.
- Active membership of the P&C has steadily increased with meetings being attended by 10-20 members each month
Parent/caregiver, student, and teacher satisfaction

Significant time was spent during 2014 seeking the opinions of parents, teachers, students and members of the community to inform the school evaluation and the new Plan for 2015-2017.

Details of the results of these evaluations were overwhelmingly positive and provided key areas of focus for future school development. Data from the numerous surveys, and focus groups was shared with the school community via the school Newsletters, Website, Parent Emails and at open meetings. Detailed summaries of the results of surveys and focus group results can made available on request.

In general, it was clear that parents, students and staff valued the inclusive school community and student centered approach to teaching and school organization at our school.

The school’s vision statement, Purpose and Strategic Direction were a direct result of extensive community consultations during 2014.

Our Vision

At Marrickville West Primary School we work together every day for the benefit of all our students. Our dynamic and diverse school community is built on a foundation of inclusion, authentically respectful relationships and high expectations, with a goal to enhance engagement, learning and leadership, achievement and excellence.

Our Purpose

Work as one to continue to develop a school culture based on respectful relationships and innovative practice that inspires confident and successful learners, proactive and effective leaders and responsible citizens.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan is built around 3 Strategic Directions and will be published on the school’s website from the beginning of Term 2, 2015.

Strategic Directions

1. RESPECTFUL RELATIONSHIPS

Our school aims to build a culture of respectful relationships and a learning environment where members of the school community feel safe, engaged and connected.

2. TEACHING AND LEARNING

Quality education and successful student achievement are enhanced by innovation, exemplary practice, professional learning, shared goals and high expectations.

3. LEADERSHIP

Students, teachers and members of our community are supported to develop capacity through active engagement in the learning process, and to facilitate collaborative partnerships and improved organisational effectiveness.
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

Ruth Bradfield Ling, Principal
Caterina Criniti, Assistant Principal
Jo-Anne Mulligan, Assistant Principal
Melissa Morrison, Assistant Principal
Vivienne Martin, Connect Marrickville
Michael Locke, Parent
Chen Zhao, Parent

School contact information

Marrickville West Primary School
Beauchamp St, Marrickville 2204
Ph: 02 9558 1137
Fax: 02 9559 5961
Email: marrickviw-p.school@det.nsw.edu.au
Web: www.marrickviw-p.schools.nsw.edu.au
School Code: 3951

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: