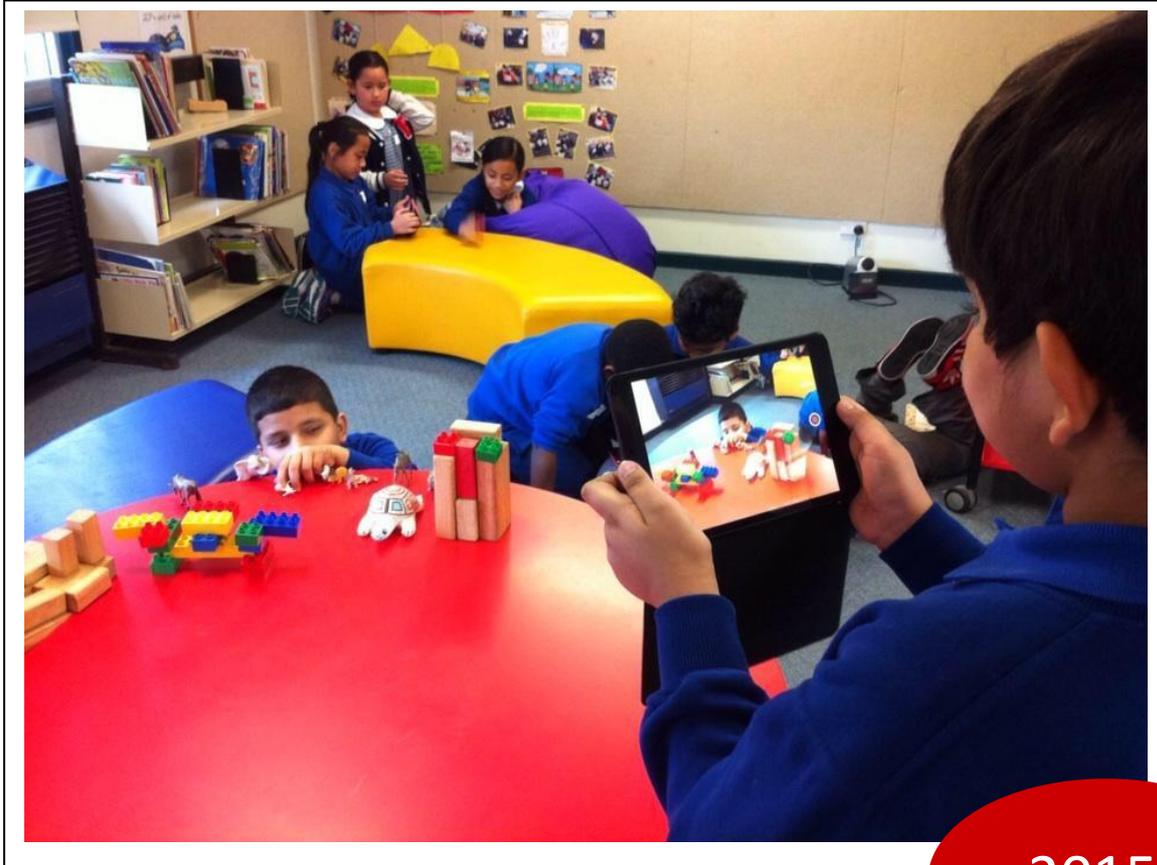
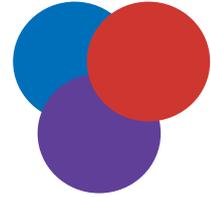


Merrylands East Public School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Merrylands East Public School as an account of the school's operations and achievements throughout the year.

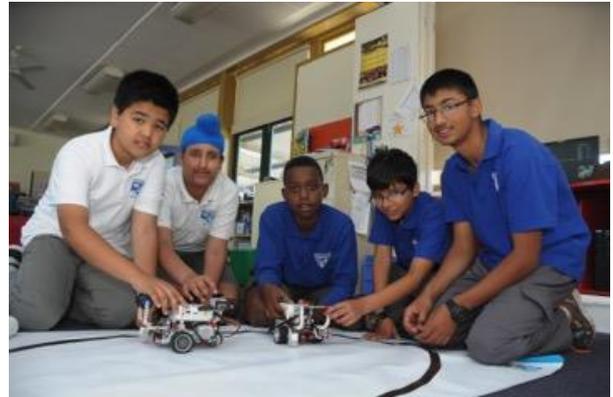
It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

John Goh

Principal

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Message from the Principal

It has been over ten years since I commenced the Principal's role at Merrylands East Public School. The changes that have been made at our school have been primarily influenced by global International research in both education and the corporate community.

One of the key highlights of our school is the ongoing partnership we have established with Social Ventures Australia and the opportunities of connecting with schools in other states and the corporate world. The knowledge and the expertise provided from the various organisations have contributed to the teaching and learning programs in our school to help prepare students for the future.

A second key highlight for our school was the involvement of Atlassian and the Museum of Contemporary Arts in our school's program. Students had the opportunity of simulating the process of applying for a position in the two organisations, attending an interview and working. This simulation allows students to apply the knowledge and skills learnt at school in an authentic work environment. It was also pleasing to see our students on a large banner outside the Museum of Contemporary Arts at Circular Quay tourist, the gateway of Sydney.

There have been many academic achievements in 2015 with outstanding Year 5 value-added growth for students in the National Assessment Program in Literacy and Numeracy. While this is not the measure of our school's success, it highlights that our students are performing well considering that all students sit NAPLAN regardless of their length of time in Australia and their limited to developing English skills.

We have continued to improve our school environment with a total refurbishment of our school Library to provide a more engaging environment. We also continue to conduct workshops in our school for educators around NSW and across Australia.

The parent volunteers in our school are invaluable. Participation in the Breakfast Club, School Kitchen, Mothers and Fathers' Day events, Easter and Christmas occasions and School Discos all add to the richness of our school. The uniform shop provides a wonderful service in dressing our students to ensure a sense of belonging.

It has been a fabulous year in our school and made more so by the engagement of the students in their learning programs.

John Goh, Principal

School background

School vision statement

Merrylands East Public School is a creative and innovative school where students "create the future" in a safe, supportive learning environment through personalised learning anytime, anywhere and with anyone. All Students develop knowledge and skills necessary to be self-regulated and collaborative problem solvers in a local and global society with shared learning spaces. Underpinning this vision is the instilment of strong core values for all students of fairness, participation, excellence, honesty, respect and responsibility.

School context

Founded in 1928, Merrylands East Public School is situated on traditional Aboriginal Dharruk land, near the main central business district of Parramatta. With the assistance of Microsoft Partners in Learning Program 2012, Social Ventures Australia and a strong collaborative network of global innovative educators, Merrylands East is creating the future by building a broad range of open shared learning spaces, increasing the use of ICT as a tool for learning and problem solving, and connecting via twitter @merrylandseast. Students see learning and not classes. The student population is drawn from over 40 socio-cultural backgrounds from mainly Islander, African, Middle Eastern and Asian communities. Ninety per cent of students speak a language other than English and around 10% have refugee experiences. The student population, while stable around the 370 mark, has a proportion which is transient (20%), with students leaving being replaced by new arrivals. The vast majority of students commence learning English for the first time when entering school at varying school years. English as a Second Language programs and a parent program support students and parents to access the school's curriculum. Celebration of cultural diversity and student achievements are recognised through the Student Welfare programs. Leadership skills and showing the highest public education values are fundamental to these programs. The school's key emphasis is an integrated curriculum with emphasis on outcomes and general capabilities. An outstanding balanced educational program enables all students to succeed in the wide range of extra-curricular activities. The development of class and individual blogs, e-games, phone apps, design of webpages and animations, gamification, video conferencing and the development of video productions are just some of the many exciting methods for learning.



Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework. A school's representative working party was established to guide the process at Merrylands East Public School and used the School Excellence Framework as a tool to benchmark, inform and evaluate our practices. During one School Development Day, all staff workshopped in small groups and benchmarked our areas on the continuum as we continue progression on our School Plan (2015-2017).

Learning

Merrylands East has a highly effective Learning Support Team (LST) that guides the personalised learning needs of students in a team approach. The LST meets weekly and monitors the learning needs of students with classroom teachers and parents. Regular review meetings and case conferences are held for highly complex situations that draw upon the expertise of staff and paraprofessionals.

A demonstrated commitment to providing a strong focus on student well-being by engaging students in learning had been reinforced into the school by looking at our school's priorities in behaviour management. Having no bells and students being able to eat fruit whenever required, has enabled the school to have a calm and engaging environment where risk taking is valued. In 2015, the suspension rate was 0%

The National Education Reform Agenda (NERA or commonly known as Gonski) funding has added resources to our school. In 2015, we engaged a speech pathologist and occupational therapist to provide early intervention programs to our school. No longer do we have children on public waiting lists waiting for support. Instead, our school has taken the initiative to bring the resources to our school to help students engage in learning.

The introduction of the Personal Development Plans for all NSW public school teachers has been a smooth transition of what was occurring already in teacher mentoring and professional learning.

Teaching

The transformation of our school's learning spaces and the use of technology for problem solving in authentic situations, coupled with pedagogies like Project Based Learning and edVenture time (Passion Based Learning) has enabled our school to continue to be a Social Ventures Australia Powerhouse School. Throughout 2015, the school welcomed public, catholic and independent educators, and the corporate sector into our school for professional development about our pedagogy and student learning.

Our major achievement in the domain of Teaching was building upon the collaborative practices across the school with all teachers team teaching and sharing learning spaces. There was an emphasis on mentoring, observation and the provision of feedback by colleagues with a greater capacity to develop teaching skills for a broad range of learning needs. The whole school approached fostered a collegial approach to programming, implementation and evaluation of learning programs and catered for the well-being of teachers.

Leading

The domain of Leading is the strongest component of our school with focused partnerships with the community. We have continued with the school's chaplaincy program and involved parents from non-English speaking backgrounds into our school to assist with the making of resources. As a school, we have formed integrated partnerships with the corporate sector and integrated their professional expertise into our school program. These experts included authors, illustrators, chefs, software designers and engineers and sports people.

In 2015, Merrylands East in partnership with a neighbouring school, and established a Primary Executive Network for local substantive and aspiring school executives. The initial two afternoon meetings enabled a forum of discussion about leadership skills in student well-being and professional growth.

Strategic Direction 1

Personalised Learning for staff and students

Purpose

To develop innovative, creative and resourceful staff and students who can think deeply and logically through genuine problem solving using ICT capabilities and responsive pedagogies.

Overall summary of progress

Throughout 2015, teachers had the opportunity to engage in a range of professional learning activities focusing on curriculum outcomes and the general capabilities. Staff were given the opportunity to attend professional learning courses run by external bodies such as MAC ICT, visit local and interstate schools, work alongside and observe other teachers and engage in professional dialogue with a range of parties including external experts and visitors to the school. A range of staff presented at National events throughout the year sharing their expertise and knowledge in a range of areas including: Queensland University of Technology Summit on Engagement, Inspire Innovate Conference Technology Conference, Future Schools Conference, Social Ventures Australia Thought Leadership Gatherings and a range of local school and district staff development sessions and Teach Meets. Through the establishment of Quality Teaching Success Students (QTSS) initiative, staff were provided with extra opportunities to be coached and mentored by other staff in areas specifically related to their Professional Development Plan.

Together as a staff, a Success Skills Rubric was established for students and teachers to evaluate 21st Century skills. Students and staff began plotting students, setting goals and tracking student progress in each of the areas. Students continued to be provided with opportunities to direct their own learning through Project Based Learning, edVenture time (Passion Based Learning) and Play Based Learning. Through the establishment of Data walls for Literacy and Numeracy, students were empowered to track their progress and set their own learning goals.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All students demonstrating the general capabilities of the BOSTES Syllabus documents.	A whole school Success Skills Continuum of learning was established for students and staff to track progress and set learning goals in the area of 21 st Century Skills incorporating the general capabilities of BOSTES Syllabus documents. Data was gathered from each of the three areas of the MEPS Success Skills Continuum - Research and Critical thinking, Working independently alongside and with others and Problem Solving, Innovation and Creativity. Across K-6, in the area of problem solving 25% of students were below the expected skill level, 54% were meeting expected skills, and 21% were above skill expectation.	\$0
All staff are jointly constructing personalised learning programs with students.	Staff were provided time with Learning and Support Teacher, Paraprofessionals (Speech and Occupational Therapists) and colleagues to jointly construct personalised learning programs for students with learning needs and Aboriginal and Torres Strait	Speech \$12,210 OT \$12,210

	<p>Islander students. Plans were reviewed every 10 weeks and new SMART goals are created in collaboration with colleagues, parents and students. In 2015, 67 students were identified as part of the national consistent collection of data on school students with disability (NCCD). Each of these students are supported by the Learning Support Team through collaborative input and assistance in creating Personalised Learning Plans.</p> <p>All staff are working in team teaching situations for majority of the day and collaboratively planning individualised learning experiences for students based on data gathered. 100% of students participated in edVenture time (Passion Based Learning) on a Thursday morning allowing students to work with anyone and anywhere. 77.5% of students surveyed from Years 3-6 feel they are most in charge of their learning through edVenture time, capitalising on the personalised learning aspect. They identified choice on what they learn, how they present their learning and the use of technology as the driving factors.</p>	
<p>All staff are engaged in relevant, research based professional learning to enhance pedagogical practices.</p>	<p>During a survey of staff in relation to Professional Learning, 100% of teachers rated PL and support as helping in their understanding of key pedagogies. 89% of teachers rated the effectiveness of their Professional Learning in contributing to and informing their practice for the implementation of student centred-learning to support the development of 21st Century skills and capabilities as 3 or more on a like it scale from 1-4.</p>	<p>\$35,400</p>

Next steps

Establish stage meetings focusing on collaborative planning and professional development in the areas of need. Give staff an opportunity to develop their pedagogical leadership skills through leading teams, professional learning afternoons and representing the school at external events and conferences.

Continue to cater for staff professional learning needs based on PDP goals including mentoring, coaching, observations of colleagues, collegial visits to other schools, external courses and access to experts.

Develop and implement a new orientation program for all new staff including a manual on key school priorities and procedures.

Allow parents and the community to engage in the school through participation in classroom 'walk through' programs and teacher led workshops focusing on 21st century skills and capabilities.

Provide collaborative planning, implementation, data analysis and evaluation sessions for staff each term.

Strategic Direction 2

Interactive Social Capital and Environment

Purpose

To provide opportunity to harness the social and resource capital of a school community to drive efficiencies that impact student learning.

To build a dynamic and responsive education community and school environment through partnerships from pre-school through to business and community organisations.

Overall summary of progress

Throughout 2015, we made several changes as planned to the school learning environment through the transformation of classroom learning spaces to include cooking & industrial spaces and open learning spaces in the 3/4 classroom in Block B. We redesigned our Library in consultation with staff, students and the community, to include new platforms such as a stage, curved shelving, specially designed carpet and new seating areas. This transformation is aligned with creating learning spaces for students and staff to share and use as required. Students regularly use these spaces and resources as part of their learning.

The whole school edVenture time (Passion Based Learning) was modified and the whole school participated once a week across 4 Zones (M- make and play, E- explore, P- planning S- self regulation). Students were engaged in developing their 21st Century Skills through open ended activities and passion projects where they are focusing on planning, creating and presenting to their peers. The overall impact on the students development of skills was evident in others areas of their learning.

Various community and corporate partnerships were continued and many new ones developed throughout the year including the Museum of Contemporary Arts (MCA), Atlassian, External Professional Experts, Holroyd City Council and Social Ventures Australia.

Local and national study tours took place to provide insightful understandings of new and emerging pedagogies and learning spaces in action, including schools, businesses and universities.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All staff and students are mobile and agile learners, and use shared and dedicated learning spaces to engage in learning and improve outcomes.	<p>Through whole school edVenture time, students and staff are operating in various learning spaces across the school including outdoor areas. Students are placed in 4 Zones based on ability to meet the Success Skills Criteria for that zone, not their age based grade. Students and staff moved to different learning spaces in the school including designated curriculum areas that are currently being designed and constructed.</p> <p>New learning spaces and resources were purchased to establish a cooking area, an industrial area, the Year 3/4 learning space in Block B including removing of a wall and specific furniture to suit the learning needs of students in an open learning space. The library was redesigned and a stage, curved shelving, specialized carpet and new</p>	\$49,000

	seating areas were created.	
10% increase in community and corporate partnerships.	<p>We consolidated existing while establishing new community and corporate partnerships committed to the learning outcomes of students. New partnerships included MCA, Atlassian, and University of Technology Sydney. Programs with each of these entities have been designed and are ready for implementation in 2016.</p> <p>7 external experts were employed to up skill students in areas of interest including an Artist, Author, Mechanic, Paper Craft Scrapbooking, Sewing, coding and 3D printing. Teachers rated the added value of partnerships with results indicating an 89.9% value towards their PL. Half the staff surveyed, referred to the experts as being the most useful partnership followed by external courses and school visits.</p> <p>Professional learning networks amongst colleagues across sectors were continued and the Innovative Primary Executive Network (iPen) was established. 3 sessions took place over Terms 2-4 engaging emerging leaders and executives from over 20 schools in the local area.</p>	\$5889
10% increase in pre-service teacher involvement in the school community.	6 Pre-service teachers were engaged in 2015 and many employed after their internship for casual work. 30 students from University of Sydney came to engage in professional learning from the staff and students in contemporary pedagogies and learning spaces. A Professional Development Mentoring program was established to support Pre-Service teachers.	\$0

Next steps

Establish the Merrylands Leadership Centre with Merrylands High School and partnering schools to offer professional development to staff.

Collect evidence to evaluate whether partnerships are having their intended impact on improving student outcomes.

Establish regular parent and community visits into learning spaces and workshops.

Consolidate and expand the primary-secondary linkages with Merrylands High School and Holroyd high School

Refurbish the Kindergarten learning space including a stage, flooring and furniture.

Introduce a program for students to engage in the Industrial Area using community expertise.

Implement the MCA and Atlassian programs developed in 2015 with Year 5 & 6 students. Explore the option of Atlassian working with Years 4-6 on coding.

Work with new organisations including Young Change agents to encourage students to develop their entrepreneurial and business skills while embracing social change.

Continue and expand the iPen to more than once a term and establish a network for teachers interested in Accreditation at Highly Accomplished and Lead.

Work with UTS Film and Television students to implement a learning program for Years 3-6 students.

Strategic Direction 3

Classless School

Purpose

To develop a school organisational paradigm where students can learn anytime, anywhere and with anyone, and with a seamless curriculum that is responsive to needs based learning.

Overall summary of progress

Through staff meetings, extensive professional learning and visits to other learning and corporate facilities, staff are working together to achieve our goal of a classless school. The organisational changes made by staff have enabled students to continue to explore the notion of learning anywhere, anytime and with anyone across a seamless curriculum that is responsive to needs based learning. Through reflection and using the Performance and Development Framework and Staff and Student Surveys, staff have a clear understanding of the direction of the school, assisting in continuing to develop a culture and mind shift where self regulation and inquiry learning practices are promoted and encouraged.

All students regardless of background or English language proficiency have access to the curriculum through inclusive teaching practices and specialised EAL/D teachers. A New Arrivals program was established to cater for the needs of students with Beginning English proficiency to ensure they have a safe, inclusive environment to learn English that is targeted to their specific learning needs.

The relationship with University of Queensland continued to provide insightful information into how our students learn as well as a new case study with University of Technology Sydney on co-curricular activities in school.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
All English as an Additional Language or Dialect students can access the curriculum regardless of their English language proficiency.	New Arrivals program was established for students in Years 2-6 who have been in the country for less than 18 months. The program operates for 6 hours a week allowing students access the curriculum in a small group, nurtured environment focusing on building their listening, speaking, reading/viewing and writing skills from Beginning English to Emerging English proficiency. During class time including Project Based Learning and edVenture time, students are encouraged and supported by staff including EAL/D teachers, to engage in hands on, inquiry based practices.	\$0
All students make growth in learning outcomes as benchmarked with evidence on the Literacy / Numeracy continuum and the BOSTES curriculum.	Through classroom assessment using the BOSTES curriculum, tracking using the Literacy and Numeracy continuum and PLAN data, 100% of students made growth in more than one learning outcomes.	\$0
All staff are using data to monitor progress and	Bump it up walls were established across the school in the areas of Literacy and Numeracy for students and	\$0

<p>inform practices and students are able to effectively plan, articulate and self-regulate their learning.</p>	<p>staff to monitor progress and inform students of their individual learning goals.</p> <p>Whole school Mathematics 'I can' statements were collaboratively written, a structure created and trialed across the school. Majority of students are able to articulate the learning intention, success criteria, their achievements and future learning goals.</p> <p>Whole school data wall on reading was established to monitor and track student progress and inform collaborative practices across the school to cater for the needs of students at risk.</p> <p>During edVenture time, students plan and create their own learning activities and projects based on their interests. All students from Kindergarten to Year 6 reflect on their learning after each session to guide their future learning and improve their skills and knowledge.</p>	
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Next steps

Further the development of 'bump it up walls' in different areas across the curriculum for staff and students to track and set new learning goals for students.

Move the trial of the Mathematics 'I can statements' to a whole school implementation so students and teachers can track student progress and provide relevant goals above or below stage level.

Develop a whole school organisational model for teaching and learning to occur in multimodal learning environments.

Develop feedback and reporting processes that provides explicit information about learning with evidence.

Continue study on student engagement with Queensland University of Technology and Social Ventures Australia.

Evaluate school administration and organisation to incorporate new technologies e.g. biometrics.

Continue to provide professional learning for staff on design thinking, prototyping and innovative technologies.

Continue to clearly communicate to parents the school organisational model through workshops, newsletters, notes home, parents 'walk through' into the various learning spaces.

Key initiatives and other school focus areas

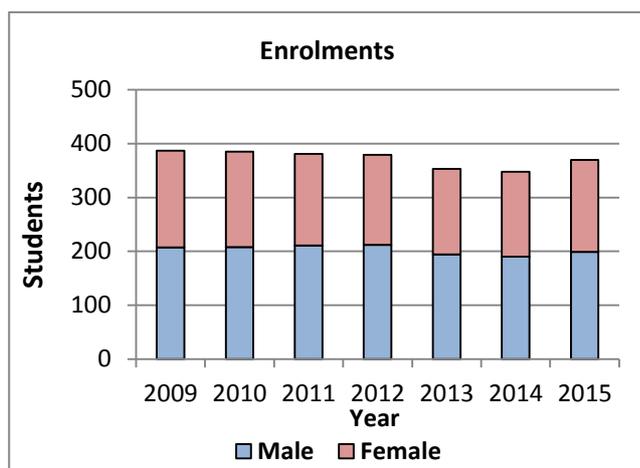
Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	100% of Aboriginal students have personalised learning plans.	\$1880
English language proficiency funding English language proficiency funding was used to engage 3.6 EALD staff to support students' needs across the school	90% of identified EALD students receiving targeted additional support in class programs. Engagement of 3.6 EALD positions with 2.0 EALD shared amongst SSPs to enable transition programs. 100% of classroom teachers implementing differentiated curriculum.	\$367053
Targeted students support for refugees and new arrivals	Funds used to provide transition program for identified students. Specialist teachers provide English language and social skills program.	\$16305.45
Socio-economic funding	Funds used to engage 0.5 additional staff for Reading Recovery. Engagement of Speech Pathologists and Occupational Therapists. Implementation of early intervention programs K-2 with intensive programs for 67 students. Casual teacher release for teachers to collaborative plan and evaluate. Adaptive technologies were procured to support classroom program.	\$190109
Low level adjustment for disability funding	Engage of 0.5 Learning and Support Teacher and Support Learning Student Officer. Students' reasonable adjustment made with adaptive technology and scribe. Learning Support Team guiding personalised learning programs. 20 Staff members completed 20 hours of online training course in Autism	\$65132
Support for beginning teachers	New Scheme Teachers receiving mentoring and additional time for accreditation. New Scheme Teachers orientation program into school and provided access to professional learning programs.	\$15541.54

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

Gender	2009	2010	2011	2012	2013	2014	2015
Male	207	208	211	212	194	190	199
Female	180	177	170	167	159	158	171



Student attendance profile

		Year	2010	2011	2012	2013	2014	2015
School	K		95.2	93.5	91.6	93.3	94.6	90.0
	1		94.6	93.5	92.2	92.3	94.1	91.2
	2		94.8	94.4	94.0	93.1	92.9	91.4
	3		96.0	95.7	94.9	94.3	94.4	92.8
	4		96.0	95.8	94.7	93.9	94.6	91.0
	5		95.8	95.2	93.9	94.6	94.7	93.3
	6		95.7	95.8	94.9	95.3	94.6	93.6
	Total		95.4	94.8	93.6	93.7	94.2	91.8
State DoE	K		94.7	94.7	94.3	95.0	95.2	94.4
	1		94.2	94.2	93.9	94.5	94.7	93.8
	2		94.4	94.2	94.2	94.7	94.9	94.0
	3		94.5	94.4	94.4	94.8	95.0	94.1
	4		94.5	94.3	94.3	94.7	94.9	94.0
	5		94.4	94.2	94.2	94.5	94.8	94.0
	6		94	93.8	93.8	94.1	94.2	93.5
	Total		94.4	94.3	94.2	94.7	94.8	94.0

In 2015, overseas travel was counted as absences for the first time. This is in line with the Revised Department of Education Attendance Policy.

Professional learning and teacher accreditation

All Merrylands East Public School staff have participated in mandatory Professional Learning:

- Child Protection
- E-anaphylaxis and Asthma Updates
- Work Health and Safety Workshops
- Professional Development Plans
- Code of Conduct

In addition, professional learning consisted of:

- 4 school teams attended Social Ventures Australia Thought Gatherings
- 1 Teacher completed the accreditation process for New Scheme Teachers with 2 Temporary Teachers in the process of completion.
- Teachers attended syllabus training with the Centre for Continuing Education
- Assistant Principals and teachers attended a school initiated Primary Executive Network for the local area.
- 1 Teacher attended a debating and choir workshop.
- All teachers participated in the School Excellence Framework and Wellbeing Framework workshops.



Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	335338.06
Global funds	218473.37
Tied funds	305145.89
School & community sources	99740.21
Interest	9419.30
Trust receipts	32515.55
Canteen	0.00
Total income	665294.32
Expenditure	
Teaching & learning	
Key learning areas	15390.10
Excursions	14627.50
Extracurricular dissections	026496.46
Library	4933.72
Training & development	2727.28
Tied funds	271852.86
Casual relief teachers	60670.97
Administration & office	45266.13
School-operated canteen	0.00
Utilities	44128.48
Maintenance	13584.27
Trust accounts	36469.76
Capital programs	70814.39
Total expenditure	606961.92
Balance carried forward	393670.46

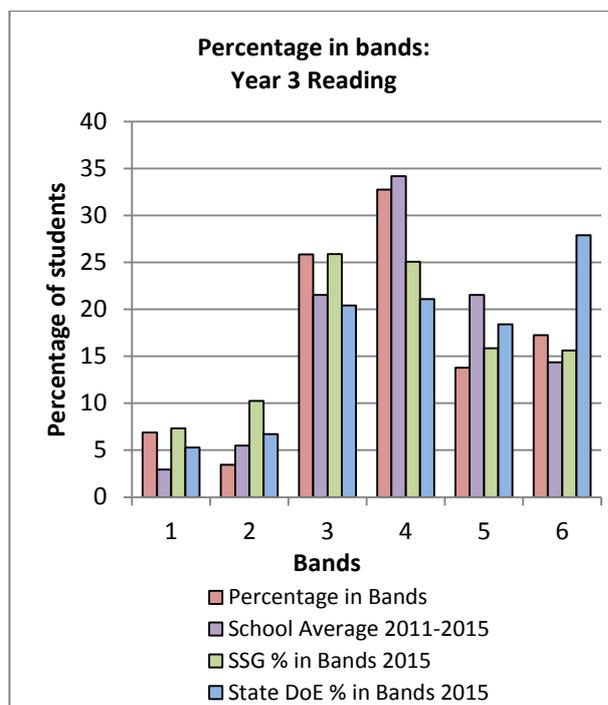
School performance

NAPLAN

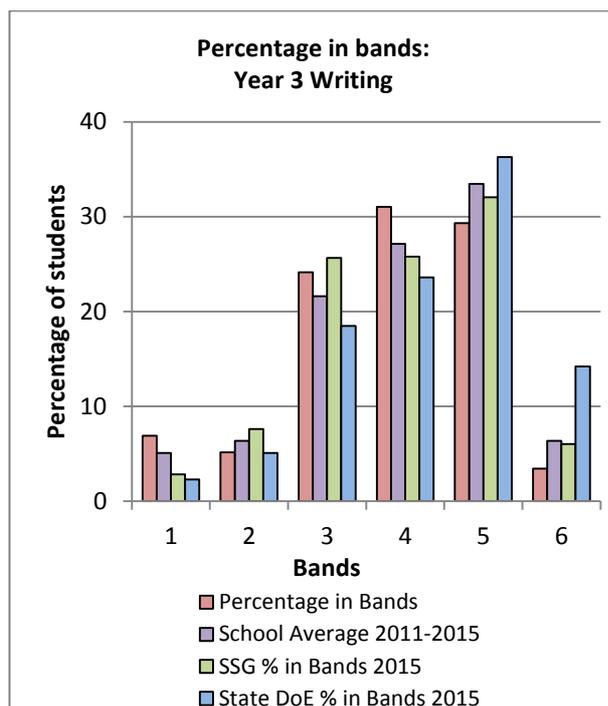
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

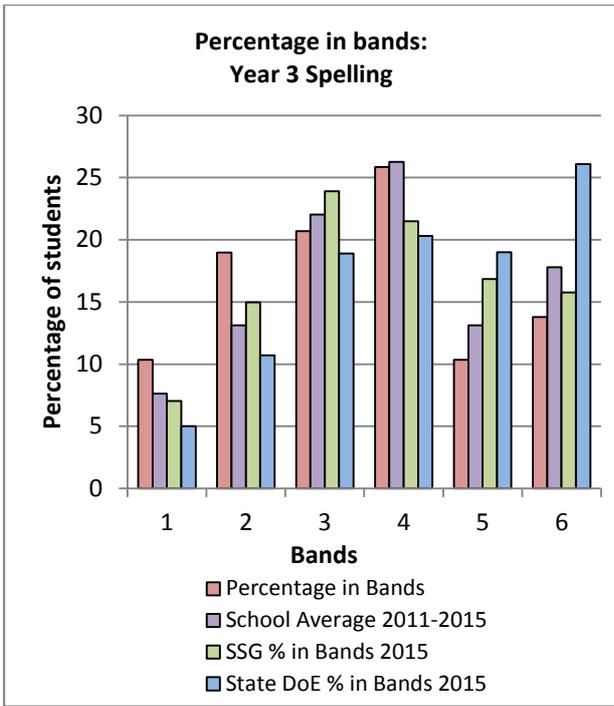
NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



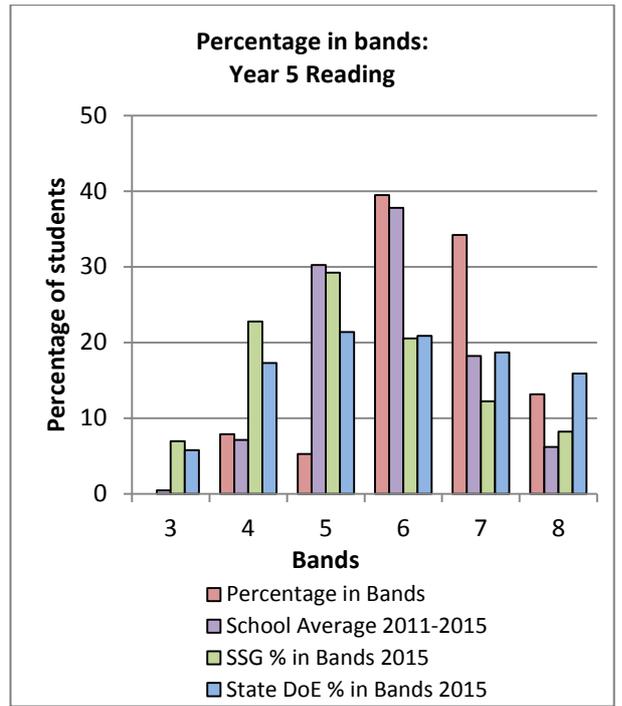
In 2015, 93.1% of Year 3 students achieved at or above minimum standards in Reading.



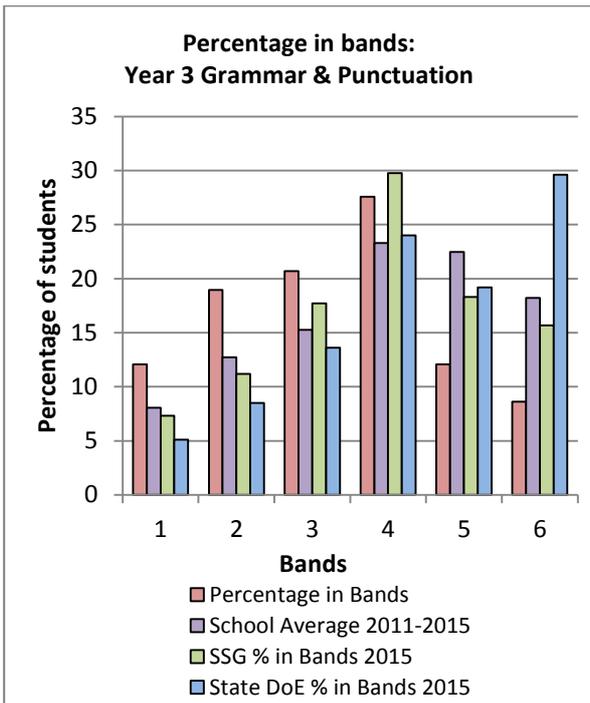
In 2015, 93.1% of Year 3 students achieved at or above minimum standards in Writing.



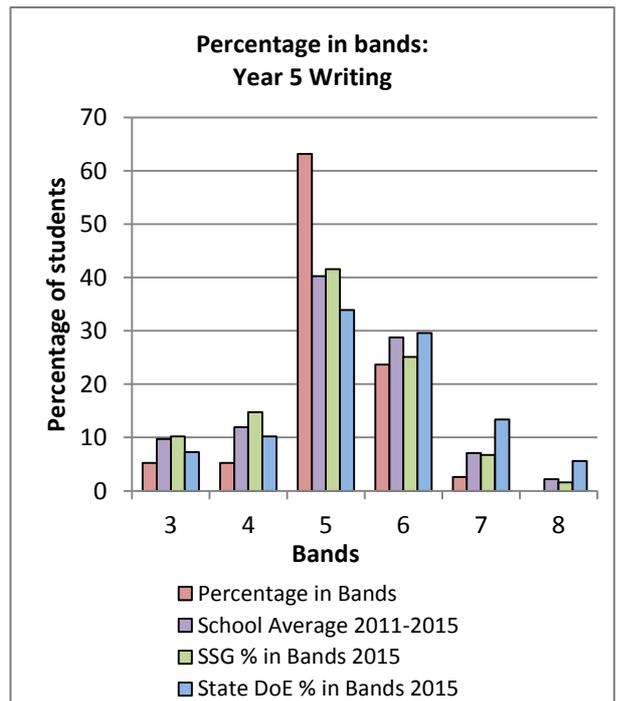
In 2015, 89.7% of Year 3 students achieved at or above minimum standards in Spelling.



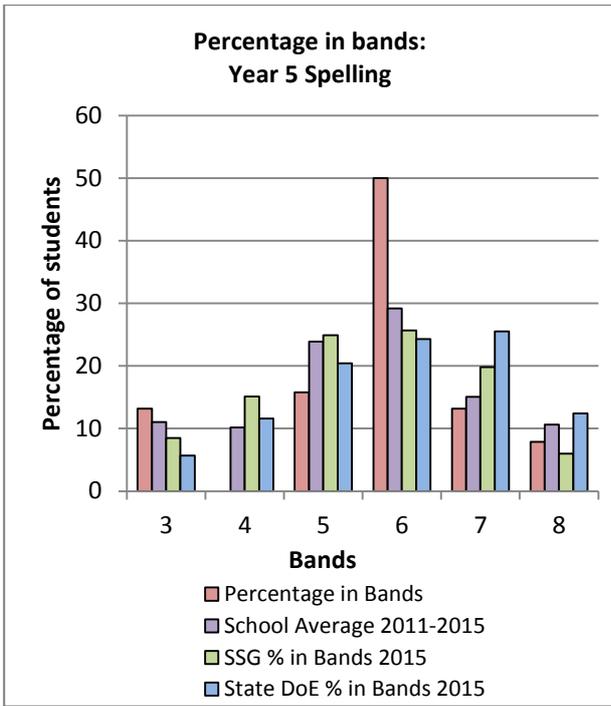
In 2015, 100% of Year 5 students achieved at or above minimum standards in Reading.



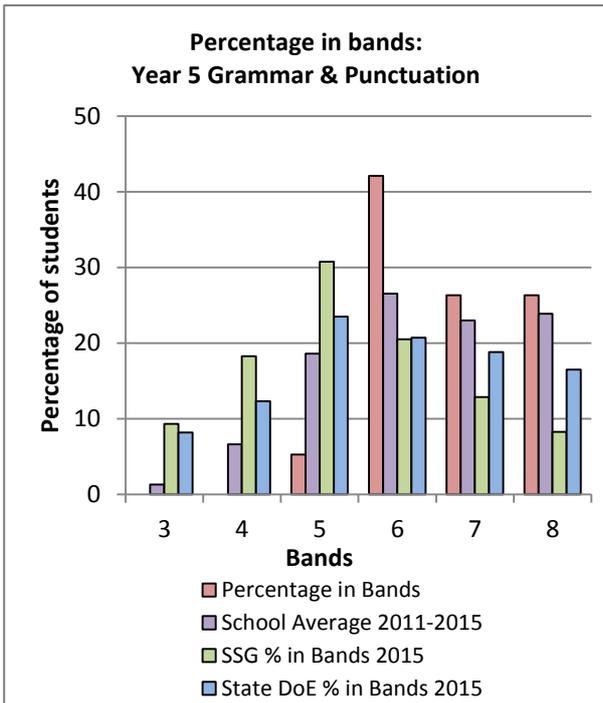
In 2015, 87.9% of Year 3 students achieved at or above minimum standards in Grammar and Punctuation.



In 2015, 94.7% of Year 5 students achieved at or above minimum standards in Writing.

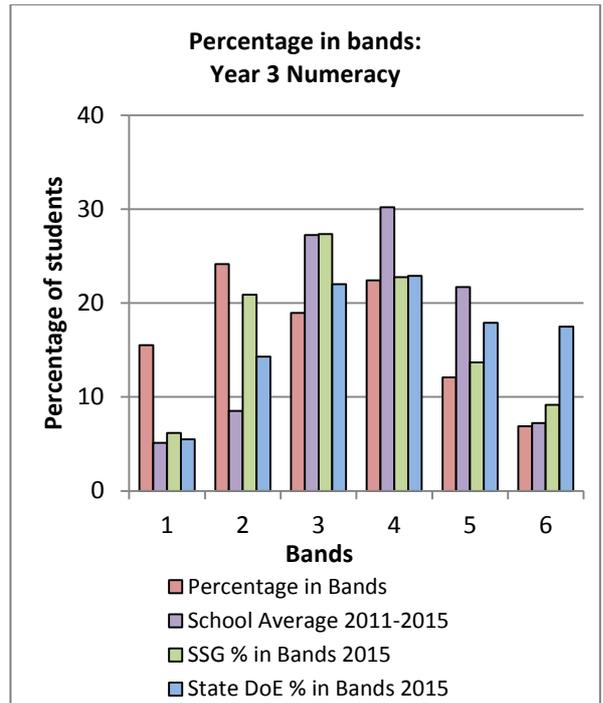


In 2015, 86.8% of Year 5 students achieved at or above minimum standards in Spelling.

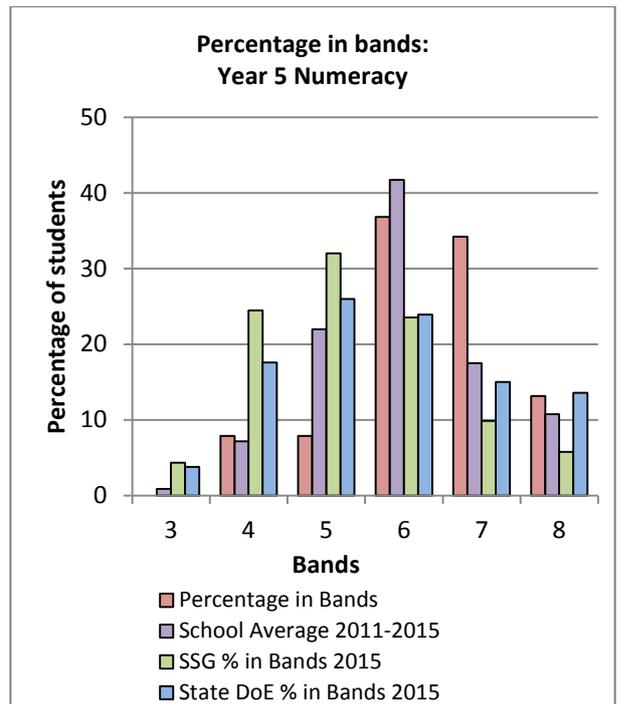


In 2015, 100% of Year 5 students achieved at or above minimum standards in Grammar and Punctuation.

NAPLAN - Numeracy



In 2015, 84.5% of Year 3 students achieved at or above minimum standards in Numeracy.



In 2015, 100% of Year 5 students achieved at or above minimum standards in Numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

- 90% of students surveyed mostly or always 'find learning is a lot of fun'
- 85% of students surveyed mostly or always 'like to work with other people'
- 97.5% of students surveyed mostly or always 'find the skills they are learning now will help me in the future' with 70% mentioning 21st Century skills when asked to give examples.
- 87.5% of students surveyed mostly or always find 'the things that we learn in class are interesting'.



Policy requirements

Aboriginal Education

In 2015, Merrylands East Public School received \$1880.00 in equity loading to support our aboriginal students. This funding allocation is provided to the school to meet the learning needs of these students.

The funding was used to:

- Identify and support the learning needs of each Aboriginal student through the development and implementation of personalized learning programs.
- Support Aboriginal students in the full participation of school extra-curricular programs.
- Access resources to promote quality teaching and the inclusion of Aboriginal and Torres Strait Islander perspectives in learning programs.

Multicultural Education and Anti-racism

Merrylands East Public School consists of students from 40 different language backgrounds, predominantly from Middle Eastern, European Asian and Pacific Island areas. Throughout 2015:

- A transition program continued to support newly arrived students
- Respect, peace and friendship were emphasized weekly during school assemblies.
- Interpreters were used for parent-teacher meetings and Learning and Support reviews.
- Cross cultural perspectives were incorporated into teaching and learning programs wherever possible.
- Two classes held regular skype conferences with schools from either Canada or South Korea.
- Students shared their cultural backgrounds via a cultural diversity day.



Arts

- The school choir performed at the All Schools Spectacular at the Sydney Opera House. In addition, the choir performed on numerous occasions during school assemblies.
- A band, ukulele and violin group continues to meet regularly to practice and perform at assemblies.
- The debating team consisted of 6 students and participated in the Granville / Strathfield competition with some credible wins.

Sport

Merrylands East Public School continued to enter teams in the Auburn Zone PSSA. In 2015, we competed in the T-Ball, Softball, Newcombball, Netball and Soccer Competition. The Junior and Senior Soccer teams reached the grand finals. Junior

Newcombball and T Ball teams also reached the grand finals but won their competitions

In the last two weeks of Term 3, 70 students participated in an intensive 2 week learn to swim program at Merrylands Pool. This program catered for weak and non-swimmers and provided water confidence along with basic water skills.