

Martins Creek Public School

Annual Report



2016



2493

Introduction

The Annual Report for 2016 is provided to the community of **Martins Creek** 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.

Ann Tucker

Principal

School contact details

Martins Creek Public School

Cook St

Martins Creek, 2420

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

martinscrk-p.School@det.nsw.edu.au

4938 5239

School background

School vision statement

At Martins Creek Public School, our vision is to develop and encourage well-balanced, 21st century learners. We aim to lay the foundations for our students to develop into conscientious and responsible citizens.

This takes place in a supportive and stimulating environment. Our students are guided and encouraged to reach their own potential.

We strive to provide a stable educational foundation where community values are encouraged and modelled.

We endeavour to foster an inclusive attitude in all students, encouraging acceptance and respect for all members of the school community. Students are encouraged to be confident and self-regulating and are guided in appropriate and empathetic interpersonal skills.

School context

Martins Creek Public School is a picturesque small country school situated in the hills of the Paterson Valley midway between Maitland and Dungog. The school population comes from the village and local area. Our school motto is "Attitude Determines Altitude" and within a dynamic and varied program our students are given many opportunities to achieve their best in a rich educational environment.

The school focuses on promoting student engagement through the effective use of kinaesthetic learning and technology in meeting the needs of 21st century learners in all aspects of the curriculum, particularly literacy and numeracy.

Students develop a sense of citizenship within a rural community as a result of interaction with community members, service groups and collaborative projects with students from other small schools in the area.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

Report on Learning in 2016

Increasing school enrolments throughout 2016 led to a need to integrate new students into a positive Learning Culture which became one of our key foci for 2016. The school community was made aware of our learning programs, priorities and expectations through newsletters, dialogue and school events with the aim of building a cohesive and motivated learning community. Their co-operation was positive and parents/carers were engaged in learning programs and supporting all our students.

Report on Teaching in 2016

Learning and Development: Teaching staff engaged in professional development aligned with the 2015–2017 School Plan. This included Thinking Whilst Moving in Maths, Focus on Reading and Evaluative Thinking training. These trainings were integrated into daily Maths and Literacy lessons to enhance learning outcomes for all. Thinking Whilst Moving in Maths aligns with our belief in the value of kinaesthetic learning integrated into the curriculum at Martins Creek and resulted in increased engagement of SEN students. This was shared by the Teaching Principal with the LMG as a presentation to share best practice. Focus on Reading brought new skills in Personalisation of learning and Super Six strategies for comprehension were introduced to all Stage 2 and 3 students. This brought an enriched understanding and engagement with more complex texts for all students, especially for those in Stage 3 and Stage 2 students will be the focus for improvement in comprehension for 2017.

Report on Leading in 2016

The new milestone process of collaborative planning and evaluating was introduced and is now being embedded. This was achieved through 5-weekly meetings updating and refining implementation of our School Plan's three strategic directions. Adjustments were made through evidence-based processes resulting in focused, informed decisions about classroom practice that enabled students to make solid progress with their learning goals.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning and Outcomes

Purpose

Enhancing the quality of student learning and outcomes. In accordance with the Public Schools NSW School Excellence Framework, we aim to facilitate the consistent improvement of student outcomes and the pursuit of excellence through innovative implementation of the latest pedagogies.

Overall summary of progress

Stage 2 and 3 Writing goals are on track from our 2016 results. Increased use of formative assessment is aiding in targeting specific areas of needs in Writing for Stage 1 and Year 3 students. A focus on improving Spelling, Grammar and Punctuation has been identified for Semester 1 2017 for Stage 1 and 2.

Collaborative assessment and evaluation of learning occurred 5 weekly throughout 2016. In 2017 more formative assessment and annotated samples of work will be collated as an evidence bank of students' achievements and learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Continued student improvement in measurable results from internal and external sources in Writing using Literacy Continuum tracking. Our target is for students to move up two steps on the Literacy continuum per year for Stage 1 and one step per year for Stage 2 and 3.	We used the Literacy Continuum to track progress in Literacy throughout 2016. Writing monitoring and results indicated that 100% of Stage 2 and 3 students moved up at least one cluster this year in Aspects of Writing. 50% of students in Stage 1 moved up two clusters in Aspects of Writing. Focus on Reading tracking showed improvement in comprehension skills for all students in 2016.	none
Collaborative, focused assessment and evaluation to happen every 5 weeks.	5 weekly meetings were achieved in 2016. We will continue to embed this routine and introduce more formative assessment in 2017. Student reports were collated and discussions between staff to evaluate evidence of progress in learning goals across the curriculum took place. Further training of students in self-monitoring and self-regulation of learning is a focus for 2017.	none

Next Steps

A focus on Aspects of Writing – Language Conventions – Grammar and Punctuation has been set for 2017 with more formative assessment of Literacy skills to inform evaluation of student skills and progress. More student surveys and self-assessment to be used and training for students in these methods.

Stronger focus on collection of annotated evidence samples throughout the year in relation to our School Plan's strategic directions.

Strategic Direction 2

Professional Practice & Quality Teaching

Purpose

Maintaining a high level of Professional Practice and Quality Teaching. To provide teachers with ongoing professional, research-based learning and opportunities for collaborative skills development, in line with The Quality Teaching Framework with a focus on Dimension 1 in 2016, Dimension 2 in 2017.

Overall summary of progress

100% Teaching staff are now conversant with Dimension 1 and are embedding it in most KLAS. Dimension 2 and embedding in Maths and PDHPE are the next steps. An in-house Instructional Rounds project was conducted throughout 2016 to gather evidence and create professional discussion points around applying QT. The aim was to ensure our programs were deepening the knowledge and understanding of all our students by continuing to present meaningful and purposeful concepts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teaching staff are conversant with Dimension 1 of Quality Teaching Framework. 50% staff had previous experience with QT at start of 2015.	100% of Teaching Staff are now conversant with Dimension 1 as of the end of 2016 and embedding into teaching practice. Some elements of Dimension 2 were also explored in depth to meet changing classroom dynamics.	none
Lesson plans and delivery include the elements of Deep Knowledge, Deep Understanding, Problematic Knowledge, Higher-Order Thinking, Meta-language and Substantive Communication – 2016 focus. Quality Learning Environment, Explicit Quality Criteria, Engagement, High Expectations, Social Support, Student Self-Regulation and Student Direction – 2017 focus. At the start of 2015 Teaching Principal was using the concepts.	All staff are regularly using relevant QT elements in Literacy, HSIE, Creative Arts and Science and Technology teaching and learning. Staff will be embedding QT elements into more areas of the curriculum – Maths and PDHPE in 2017.	none
Students will make progress in demonstrating Intellectual Quality. The QT Coding Scale will be used to track this. At the start of 2016 our teachers were working between Code 2 and 3 for Intellectual Quality.	At the start of 2016 our teachers were working between Code 2 and 3 for Intellectual Quality. By end 2016, between Code 3 and 4. Evidence was gathered and evaluated from in-house QT instructional rounds.	none

Next Steps

The need for a further professional discussion on the evidence of QT indicators from each Stage was identified. 2017 PDP for Teaching Principal and Part-Time Teacher has been developed using the self and peer lesson evaluations from 2016. Staff will be embedding QT elements into more areas of the curriculum – Maths and PDHPE in 2017.

Strategic Direction 3

Support of Students with Special Needs

Purpose

Consolidate and improve existing support of students with special needs. To continue to build on and deepen our existing commitment to Every Student, Every School Learning and Engagement principles as a school strength.

Overall summary of progress

IEP tracking and updating was achieved with good results for students who made consistent progress towards their personal goals in 2016. We worked collaboratively with parents/care-givers in this and implemented the expert advice from a variety of professionals in support team meetings.

Continued professional development and discussion enabled effective new IEP adjustments to be made throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Implement advice from specialist consultants on new ways for SEN students to access all parts of the curriculum each day. At start of 2015 the strategies included visual and tactile aids, visual diaries, social stories, modelling and buddy activities.	During 2016 there was increased use of Auslan and eliciting speech approximations. This has resulted in improved articulation and more attempts at speaking to communicate. Elicit specialist advice on Zones of Regulation.	Auslan Dictionary and visuals purchased \$135
Ensure all lesson plans and delivery include adjustments and adaptations that are engaging and relevant to students' IEPs. At the start of 2015 all lessons contained SEN adjustments but we are working towards improving evaluation and impact judgements through gathering evidence and regular monitoring and review meetings (2017)	IEPs were regularly updated throughout 2016 with input from carers, specialists, speech pathologists, occupational and physiotherapists. More systematic data collection is a goal for 2017.	SLSO release \$221 for one day. Hospitalities for meeting \$75

Next Steps

More systematic data collection across the KLA's is a goal for 2017. We are also working towards consistency in evaluation and impact-judgments through continued regular collaborative monitoring and review meetings on existing and new IEPs. Integrating Zones of Regulation training into the classroom and continued training on latest SEN pedagogies are future directions.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	Daily 1:1 support sessions to implement IEPs for Literacy resulted in consolidation of Literacy Continuum Cluster 5 skills in Reading and Writing and Phonemic Awareness. Speaking and Listening skills also improved – now working at Cluster 8 on Literacy Continuum.	\$3342
Funding Support Integration Funding	As a result of specialist input into learning support team meetings and 1:1 SLSO support, steady progress in IEP target areas, including expressive language, social skills such as self-care and on-task behaviour has been observed in all classroom and play situations.	\$23250

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	5	4	4	4
Girls	1	2	2	5

We have received a number of new enrolments throughout 2016.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.6	96.7		
1		100	95.4	
2	97.4		97.7	98.5
3		96.4		97.8
4	97.8		96.9	96.3
5		97.8		94.6
6	100		96.6	
All Years	97.8	97.3	96.7	96.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2		
1		94.7	93.8	
2	94.7		94	94.1
3		95		94.2
4	94.7		94	93.9
5		94.8		93.9
6	94.1		93.5	
All Years	94.7	94.8	94	94

At Martins Creek Public School we maintain a high level of student attendance which is above the state average.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.7
Other Positions	0

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	25
Postgraduate degree	75

Professional learning and teacher accreditation

One teacher is maintaining Proficient Teacher Status. The Teaching Principal has a PD Plan in collaboration with Supervisor each Semester.

Professional Development in 2016 included:

Focus on Reading Training for two teaching staff. Four evening sessions of 2 hours each were attended with follow-up activities at Gresford and Vacy Public School. No cost.

Anaphylaxis and CPR training at Gresford Public School – whole staff attended. No cost.

Child Protection and Code of Conduct mandatory training at Glen William Public School. No cost.

Two teaching staff attended Thinking Whilst Moving in Maths one day training in Sydney. A teacher release day was paid for by the Department of Sport and Recreation. No cost.

One staff member attended Hockey Coaching in Sydney. Funded by the Department.

Clarence Town in-service PD on STEM, Rural and Remote Project and sharing professional knowledge. Our teaching staff presented on Kinaesthetic Learning K-6. No cost

SASS professional development day for SLSO and SASS. No cost

A one-day training on Critical and Evaluative Thinking, Access Request Process and Data Gathering. One day teacher release cost.

One half day training on SPaRO software for School Planning and Reporting. Half day teacher release.

Financial information (for schools using OASIS for the whole year)

Income	\$
Balance brought forward	47 103.00
Global funds	56 089.00
Tied funds	41 929.00
School & community sources	1 844.00
Interest	1 022.00
Trust receipts	268.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	23 512.00
Excursions	850.00
Extracurricular dissections	344.00
Library	222.00
Training & development	2 585.00
Tied funds	40 977.00
Short term relief	221.00
Administration & office	15 501.00
School-operated canteen	0.00
Utilities	5 473.00
Maintenance	2 420.00
Trust accounts	268.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

School performance

An area of strength in NAPLAN 2016 was Reading in Year 5. An area for improvement in Literacy was Narrative Writing. Our focus for 2017 is more effective use of narrative devices.

An area of strength in NAPLAN 2016 was Number and Multiplication. An area for improvement was Yr 5 Perimeter and Interpreting Graphs.

The My School website provides detailed information and data for national literacy and numeracy

testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Due to small cohort of NAPLAN students, graphical reporting is unavailable. 50% of students participating performed above the State average.

Parent/caregiver, student, teacher satisfaction

Each year we actively seek the opinions of our parents/caregivers, staff and students about the school. We value and act on this feedback as we continue to evolve as a school community. Communication occurs through conversations, meetings, school newsletters and at our whole-school events. Samples of 2016 feedback:

Parent/caregiver Comment: "Parents found 2016 a very positive year for the school with enrolments doubling by the end of the year. Increased parent involvement made a number of things easier, including the annual end of year musical. Rapid enrolment growth meant that some adjustments were necessary for parents and students, but it was a pleasure to see the new students settling in. One of the best sights for parents was a large, noisy group of children playing and running happily around the playground instead of a small, noisy group of children running happily around the playground!"

"We like the one to one attention here."

"Any problems in the playground are addressed straight away."

Student Comments: "This school is awesome!"

"I have never had as many friends before."

"The teachers help you at this school."

Teacher Comment: "It is a pleasure to work at Martins Creek with a great staff morale, exciting curriculum to teach and enthusiastic learners each day."

Policy requirements

Aboriginal education

In 2016 Aboriginal perspectives and education were integral to all KLAS. 10% of students identify as Aboriginal and Torres Strait Islander. Our School Chaplain has a background in teaching in the Northern Territories and speaks an Aboriginal language. He regularly shares stories of his experiences and insights with students to create a culture of inclusivity and respect. Our Space Topic included study and appreciation of Aboriginal Astronomers as the First Astronomers in the world. When studying the History of Writing Technologies, we appreciated the traditional ways Aboriginal Australians share oral histories through

Dance, Drama and Art and explored how to keep Aboriginal Australian languages alive. Next year we are exploring "8 Ways" Aboriginal pedagogy.

Multicultural and anti-racism education

Our anti-racism education strategies include weaving promotion of respect for diverse cultures into all programs. Teaching staff actively model respect for all other cultures. Commemorative days are treated from a variety of perspectives to promote empathy and unity. Our ARCO member of staff has trained in handling any instances of racism. None occurred in 2016. Our students are extremely interested and respectful of other cultures.

Multicultural education included an in-depth study of Mongolia culminating in participation in the CWA International Day in Term 3. Multicultural education was included in our Drama and Music activities. Our end of year play was set in Norway and a person with cultural knowledge of this region came to share the music, art, stories and memorabilia of this culture. A broad range of stories from cultures across the world are incorporated into Literacy programs to enrich appreciation of different world views.

Our School Chaplain led students in Harmony Day activities promoting respect, understanding and inclusivity in relationships.