

Martins Gully Public School

Annual Report



2016



2494

Introduction

The Annual Report for 2016 is provided to the community of Martin's Gully 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.

Brad Hunt

Principal

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Message from the Principal

Martin's Gully Public School is a wonderful school. 2016 has seen students achieve at the very highest levels in a range of academic, sporting, cultural, artistic and social opportunities.

Martin's Gully Public School is a school that is embedding 21st century learning opportunities and approaches for all students. We are a school that is embracing change and we are working hard to prepare our students for a world beyond school life. I would like to acknowledge the wonderful work of each and every teacher for their commitment to professional learning and growth. They strive to provide students with the best possible educational outcomes. Every teacher has participated in systematic professional learning throughout the year, in line with our school plan and milestone processes, to further enhance our skills and knowledge.

An effective school cannot run smoothly without the support and assistance of administration staff. Thank you for your efforts in supporting our students, staff and parents in 2016. We also thank the Parents and Citizen's (P&C) for their generous support for financial support throughout the year. Our technology within the school has been greatly enhanced through your generous donations in 2016.

In Term3, Martin's Gully Public School was part of the Department of Education's first round of external validations. Our school had to assess ourselves against the School Excellence Framework in the three domains or *Delivering, Sustaining and Growing and Excelling*. In four areas, our school's evidence indicated to the external validation panel that we are operating at *Sustaining and Growing*...this is an amazing achievement!

In 2016, three members of staff retired. We said farewell to Mrs Margaret Heath and Mrs Vicki Bieler in Term 2 and Mr Baden Heath in Term 3. All have been long standing members of the school staff for many years and we thank them for their hard work and dedication to the students at Martin's Gully Public School for such a long time and wish them all the very best in their retirement.

2017 will bring with it opportunities to again embed 21st learning approaches throughout the school. School targets in building the capacity of teachers in Literacy, Numeracy and Technology will be the focus for our school next year as we continue providing the students of Martin's Gully with outstanding learning opportunities. I look forward to once again leading such a dynamic and future focused school in 2017.

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.

Brad Hunt

Principal

Message from the students

2016: A Year to Remember

This year students at Martin's Gully have experienced a wide variety of learning opportunities. We started off the sporting year with our annual swimming carnival. This was followed by our cross country event and athletics carnival. Students also had the opportunity to enter PSSA knockouts and trials. Many of our students went on to represent our school at Zone and North West events in swimming, tennis, athletics, netball, gymnastics, cross country, cricket and soccer. We had students achieving at State level in swimming, athletics and girls' cricket.

Leadership opportunities were another fantastic experience for us. Year 6 attended the GRIP leadership conference which gave us a great foundation for our Peer Support roles. We have all enjoyed providing leadership in our Peer Support lessons that are linked to our You Can Do It program as well as the lunchtime activities that we organise. We also run our weekly Assemblies and are all involved in the SRC. Leadership also played a role in our fabulous Stage 3 camp that was held at Thalgarrah Field Studies Centre. Matt McKenzie taught us so many different things in so many areas – it was great!

Students in Stage 3 were invited to apply for the annual eGats program as part of Gifted and Talented education; the Visual Arts camp; and the new Science and Technology Enrichment camp. Congratulations to our classmates who represented our school at each of these camps. Congratulations also to all of the students who participated in the ICCA tests that provide an extra opportunity to test their skills in English, mathematics, computers, spelling and writing.

The Hysterical History of the Trojan War was one of our proudest achievements when Stage 3 starred in this comedy about crazy Greek Gods with quite a twist. We not only learnt a lot, we had loads of fun. Our school concert night was very entertaining and the Armidale Hall was completely packed as the whole school put on a real variety of items. Well done everyone! The Gully Dance Crew featured again and we think there will be lots of new members wanting to join next year. New England Sings was also another highlight on the arts calendar and our students were really appreciative of this world-class opportunity. Stage 3 also welcomed three guest artists to our classrooms and it was great to learn new skills and ideas.

Two events organised by Martin's Gully parents were UNE's Far Out Science program and the musical "Annie." Year 6 learnt so much at the science day and Stage 3 were amazed at seeing one of our year 6 classmates perform in "Annie." Thankyou to our parents who did a great job 'producing' both events.

Finally, a big thank you to our teachers and supportive staff who have guided us through our years at Martins Gully. Another big thanks to our parents, the P&C and our local community for all the help over the years.

From the students in Year 6, 2016.

School background

School vision statement

At Martins Gully Public School, we strive to provide our students with outstanding opportunities to learn in a caring, safe and stimulating environment. Our close partnership with parents and the school community provides clear channels of communication to support and provide optimal learning initiatives for students.

We believe our main purpose is LEARNING FOR ALL so that:

- all students are engaged as learners at their instructional level
- all students develop as literate, numerate, well informed and creative individuals
- all teachers are provided with quality professional learning and leadership opportunities.

The school's motto *Honour Before Honours* encapsulates the high expectation of students and staff.

School context

Situated on the southern outskirts of Armidale, with a school population of approximately 170 students, Martins Gully enjoys a reputation as a high achieving school where strong emphasis is placed on literacy and numeracy, and where children are encouraged to take part in a wide range of creative, academic, sporting and personal development activities. Martins Gully is a member of the Armidale Community of Public Schools working together to provide the best possible education for all students through extension programs and activities in literacy, numeracy, science, creative arts and sport. Our primary–secondary transition programs promote important links with our neighbouring high school. Martins Gully is well resourced and provides students access to the latest technologies. Students have access to computers, iPads, tablets and other wireless devices both in their classroom and via a computer lab. All classrooms have interactive whiteboards and innovative software contributing to quality teaching in every classroom. The school promotes its positive, family ethos through parent participation in their children's education and an active Parents and Citizens Association. The school supports and encourages student leadership, and promotes the values of care, concern and cooperation amongst the school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that our school is delivering and sustaining and growing in various areas of the school excellence framework.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning the school is currently **Delivering**. The school's substantive Principal was employed as an LMBR implementation coordinator in 2013 and a relieving Principal has been employed full time since this action took place. Martin's Gully Public School has had a very stable staff for almost ten years. It is only during the last four years that teachers have retired and new staff have been employed bringing about much change for the school and the community. During the last four years, new curriculums/syllabuses have been released and implemented, professional learning has been timetabled to occur regularly, school planning priorities have been put in place to bring the delivery of curriculum and learning in line with BOSTES and DoE expectations.

Learning Culture

There is demonstrated commitment from teachers to provide engaging teaching and learning programs linked to the current NSW syllabuses. The school has developed and implemented a whole school wellbeing approach using the You

Can Do It! program. The school has embraced the NSW Department of Education's wellbeing policy/framework and developed clear guidelines for its implementation at Martin's Gully Public School. This links with strategic direction 2 in the school plan. Students with learning needs have a personalised learning and support plan. Students who are in Out of Home Care and who identify as Aboriginal have a personalised learning plan which is updated and reviewed annually. The school uses EBS4 to monitor student attendance rates. A system is in place for office staff to contact parents/carers 24 hours after a student has been absent without an explanation.

Wellbeing

Using the You Can Do It! program, the Martin's Gully Public School Wellbeing policy (guidelines) have been revised and updated to link with the NSW Department of Education's Wellbeing Policy and strategic direction number 2 in the school plan. Staff explicitly teach positive behaviours and reward students each week with You Can Do It! awards at our weekly assemblies, and each week with our You Can Do It! photo board. Any student achieving a You Can Do It! award at our assembly has their name listed in the weekly newsletter (called the *Gulgos*). The You Can Do It! program is embedded in all aspects of our school. A *Habit of the mind* is discussed each morning at assembly. Indigenous and multicultural aspects are embedded throughout all teaching and learning programs. Every staff member attends mandatory training on school development day in term 1 on child protection and "Keep them Safe".

Curriculum and Learning

This year, Martin's Gully Public School embarked on a staged based approach to classes as per strategic direction number 3 in the school plan. All classes have been grouped in stages except for Kindergarten as it stands on its own. The school has effective transitions in place such as Kindergarten orientation days in term 4, close links with local public high schools for transitions from year 6 to year 7, and an "at risk" program is used to assist students who may require extra support transitioning to high school, such as OOHHC students and students with integration funding support. Teachers use the literacy and numeracy continuums to identify student success and to determine further goals. Touch panels or interactive white boards are located in every classroom. WiFi access and a class set of iPads are available for students. All teaching and learning programs have ICT embedded. The school also offers extra curricular opportunities such as e-GATS (gifted and talented), school orchestra, gymnastics, arts camps, science workshops at UNE and travelling performances. Stage 3 students are also involved in the bi-annual "An Evening With ACOS" which is a combined Armidale Community of Schools (ACOS) major theatre production held at the University of New England.

Assessment and Reporting

The school is working towards effectively analysing internal and external data to measure student progress as per strategic direction 1 in the school plan. We have commenced using the TEN mathematics program in 2016 to target students who are not meeting benchmarks. The school is working towards using NAPLAN to effectively outline areas of improvement. A draft assessment schedule has been developed for students in years 3-6 and we are working towards a whole school approach for analysing data for whole school planning. PLAN data is used to monitor growth along with structured observation grids for in class tasks. Parents have the opportunity meet with their child's teacher at the end of term 1 where student progress is discussed. Written reports are issued each semester.

Student Performance Measures

The school is developing a whole school assessment schedule to monitor student achievement and growth. Such evidence will include the use of PLAN, literacy and numeracy continuums, NAPLAN and in class assessments.

Where to from Here?

Improved assessment procedures and moderation of assessment tasks will be a priority for the school in the future. Analysing this data and using it to guide teaching and learning programs is imperative. The full implementation of the History and Geography syllabus will also need to be worked on to fully implement the entire suite of new syllabuses.

Our self-assessment and the external validation 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.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching the school is currently **Delivering**. Over the last four years, Martin's Gully PS has seen 6 out of 8 teachers retire. This includes both Assistant Principals. New teachers and two new Assistant Principals have been employed which has had a huge impact for change. Teachers are now engaged in regular professional learning, professional development processes, collaboration and 21st century learning content for students.

Effective Classroom Practice

All teaching staff regularly meet with their supervisors regarding their program and Professional Develop Plan (PDP) goals. Formal meetings occur in week 5 as per the school's *Staff Welfare and Development Guide*. Staff development days and regular professional learning workshops are timetabled to provide staff with workshops on building professional capacity and to implement new initiatives as per the school plan and milestone processes. Teachers regularly review programs to maximise student outcomes through quality lessons and assessment. Classrooms are well resourced and maintained.

Data Skills and Use

Teachers use data to inform planning and to identify student needs as per the strategic direction number 1 and 2 in the school plan. The school is working towards using both internal and external data effectively to monitor improvement. PLAN, literacy and numeracy continuums and whole school assessment schedules are used to assess and correctly monitor the learning needs of students. The school's newsletter (called the *Gulgos*) contains information on student achievement and the Principal reports to the P&C at each meeting celebrating student success.

Collaborative Practice

Martin's Gully Public School joined with Drummond Memorial and Sandon Public Schools on securing a \$20 000 rural and remote grant to bring all staff together to work collaboratively to design maths units of work, assessments and then moderation of these assessments to maintain consistency of judgement took place. This forms part of strategic direction number 3 of the school plan. As part of the "Impact Leadership" program, executive staff and one classroom teacher, embarked on a project to implement "learning walks" at Martin's Gully PS. This is involving all teaching staff.

Learning and Development

All teachers participate in professional learning on a regular basis. The school executive team is provided with executive release time to coordinate and design quality professional learning for teachers that align closely with the school plan and milestone processes. Beginning and early career teachers are provided with professional learning on the accreditation processes for staff at Martin's Gully PS and the wider region. One staff member is currently attending workshops to begin the process of highly accomplished status.

Professional Standards

The Australian Professional Standards for Teachers (APST) is embedded in all professional learning, school plan and milestone processes. Every professional learning opportunity including weekly and school development days, have the APST linked and listed on the agenda. Professional Development Plans (PDPs) all have 12 month professional goals clearly linked to the standards and the school plan. This area links with strategic direction number 3 in the school plan.

Where to from Here?

As the staff become more familiar with the Australian Professional Standards for Teachers, the school will continue to link these in all areas of teaching within the school. The school should move towards "sustaining and growing" as the foundations for professional standards have been set in place. Teaching will become even more collaborative where staff utilise the expertise of staff within the school to further support their own learning journeys. A culture of collaboration, moderating of assessments and using this data to guide quality teaching and learning programs will be a

priority in the future.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading the school is currently **Delivering**. As we now embrace the Australian Professional Standards for Teachers, the school has offered teachers the chance to participate in leadership workshops/programs where possible. This now involves all executive staff and an interested classroom teacher. Staff are now provided with information about accessing the higher levels of accreditation and early career teachers are supporting in accreditation processes. Martin's Gully has been a trial school for the LMBR programs and this has resulted in the school using completely new programs in finance and student management. Leading this change has been challenging in supporting all staff to make sure successful data and records are maintained.

Leadership

The school community is positive about the overall operations of the school. Annual surveys are conducted to gauge a variety of opinions from parents, carers and the wider community. P&C meetings provide a clear link from the parent body to the school. Student leadership has been a focus for the school over the last few years as part of the school plan as per strategic direction number 3 in the school plan. Year 6 student leaders meet with the Principal three times per term to discuss fundraising ideas and aspects of concerns for the student body. The Student Representative Council is also active and is coordinated by an Assistant Principal. Year 6 students are buddied up each year to assist new kindergarten students with their transition to school. Year 6 also provide peer support lessons to all students K-5 as part of the school's You Can Do It! program. All staff members have the opportunity to hold roles and responsibilities in the school. Leadership workshops are attended by the Assistant Principals and an interested classroom teacher. Links exist with other surrounding schools as part of the Armidale Community of Schools (ACOS) group. An Assistant Principal provided professional learning workshops for staff at another local school on the literacy and numeracy continuums on school development day, term 3 2016.

School Planning, Implementation and Reporting

The current school plan is in place and is driving future directions for the school. The school plan and milestones were/are created in a consultative manner. The school publishes an accurate Annual Report each year to the community. The staff at Martin's Gully PS have high expectations of their students both academically and socially. Teachers have quality teaching and learning programs that have well sequenced lessons, assessments that are linked closely to age/grade appropriate syllabus outcomes and student progress is monitored. The school is committed to equity for all students to provide optimal learning for every student in our care.

School Resources

Martin's Gully is a Learning, Management and Business Reform (LMBR) school. The school has encapsulated the suite of options available such as SAP finance, student wellbeing and EBS4. All classrooms have adequate resources to provide quality teaching and learning. Staff are able to request further resources when needed. Financial management is equitable and fair across all areas of the school. This links directly with strategic direction number 3 in the school plan.

Management Practices and Processes

The school is staffed by qualified school teachers who are all part of an annual professional development cycle. Teachers work closely with their supervisor in staged based groups to plan and monitor teaching and learning across the school. The school's Resource Allocation Model (RAM) is used to strategically provide resources to all areas of the school. All finances are managed using the Budget and Planning tool and SAP finance.

Where to from Here?

The school will continue to offer current and potential leaders, the opportunity to build their capacity through leadership workshops and opportunities where possible. Staff will actively seek professional learning that links with the school plan as they demonstrate commitment to their ongoing development as members of the teaching profession. Student leadership will continue to be a focus where senior students will mentor and support younger 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

Consistent, outstanding quality educational practice

Purpose

To improve and build student learning through the development and delivery of consistent, high quality teaching practice.

Overall summary of progress

In 2016 all teachers were involved in a whole school approach to the effective implementation of the English syllabus. This involved extensive professional learning on the Accelerated Literacy pedagogy. Teachers in Kindergarten to Year 2 were also part of the implementation of the Targeted Early Numeracy (TEN) program. As a result of the work completed in 2016, all classroom teachers are confident in implementing the English syllabus with a focus on Accelerated Literacy. Some whole school scope and sequences have been developed and assessments created. The TEN program has been successful in its first year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• All students in years 3 and 5 are achieving at or above state average in English and Maths in value added achievement in NAPLAN.• Units of work have assessment informed pedagogical practice and this is evident throughout teaching and learning programs.• Units of work demonstrate a thorough knowledge of curriculums.	All teachers are using the new English syllabus effectively embedding Accelerated Literacy throughout. Due to extra time needed for imaginative texts, persuasive texts were not focused on in 2016. Extra time will be given to this area in 2017.	\$4000 using professional learning funds.

Next Steps

Whole school scope and sequences to be finalised and implemented for a 2 year period, assessments written and moderated in stage groups. The TEN program will continue to be used in all classes K–2 and reviewed at the end of 2017 to determine its effectiveness in improving student outcomes.



Strategic Direction 2

Students succeed as learners and are recognised as responsible and respected citizens

Purpose

To develop an approach which builds the capabilities of all students so that they are involved in planning and monitoring their own learning, personal development and social awareness.

Overall summary of progress

A whole school approach to the NSW Department of Education's Wellbeing framework was embedded across all facets of the school. The You Can Do it! program was used as a basis to re-design the entire approach of wellbeing at Martin's Gully Ps. A new policy was written to replace the current welfare and discipline policy to reflect the Department's new approach to the wellbeing of students, staff and visitors to our school.

A range of assessments were trialled in English and Maths and moderated in staged groups. This has resulted in more accurately assessing student improvement and achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To develop an approach which builds the capabilities of all students so that they are involved in planning and monitoring their own learning, personal development and social awareness.	Teachers have worked collaboratively throughout the year to develop and trial assessments to design a whole school approach. Release from class has allowed teachers to meet in stage meetings for a day per term. The school has a fully functioning wellbeing framework which is linked with the NSW Department of Education's policy.	\$10 000

Next Steps

The school will implement their new MGPS Wellbeing Guidelines and evaluate it's effectiveness towards the end of 2017. A copy of the guidelines will be available on the school's website for all families to access.

Designing a suite of assessment tasks for a range of Key Learning Areas will be a focus for staff in 2017. This will be a staged approach.

Strategic Direction 3

The school is leading innovative practice and connecting with others

Purpose

To develop a school culture in which staff members take responsibility for their own ongoing learning, strive for innovation and improvement, and who make strong connections within and beyond the school.

Overall summary of progress

All teachers have a good understanding of the Australian Professional Standards for Teachers (APST) and are using them to assist in individual improvements and professional growth. All staff at Martin's Gully chose to have a common professional goal as part of the Professional Development Plans.

The school continues to use the suite of options available as part of the LMBR roll out of software in student management and finance.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers will have a thorough understanding of the Australian Professional Standards for Teachers and will use this information to guide and support their professional growth.	The standards are understood by all teachers and used to guide professional growth. The school is using the LMBR suite of programs where appropriate to support the administration of the school	Teacher Professional Learning funds \$ 8000 to employ extra support staff hours

Next Steps

Teachers will continue to use and refer to the standards in all aspect of professional learning in 2017 and beyond and use their in-depth knowledge of the standards to develop self improvement plans for professional growth. All professional learning workshops will be linked to the standards.

The school will continue to build its knowledge of the LMBR programs and assist other schools in 2017 as they too become involved in using the new software.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Aboriginal perspectives are evident in programs.	\$4200
Low level adjustment for disability	Funds used to support students for 100% school time using School Learning Support Officers.	\$110 000
Quality Teaching, Successful Students (QTSS)	Funds fully used to provide executive staff time to work with staff.	\$6 000 • Quality Teaching, Successful Students (QTSS) (\$12 000.00)
Socio-economic background	Funds used to support students in accessing the curriculum where needed through the use of resources and student welfare initiatives	\$7 000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	85	83	88	86
Girls	85	87	78	75

In 2016 there were 161 students enrolled across seven classes (Kindergarten, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6). There were no students from Non-English Speaking Backgrounds and 0.03% who identified as Aboriginal or Torres Strait Islander

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	95.2	93.9	96.3
1	96	95.1	91.8	94.5
2	95.3	95.4	95.3	91.4
3	96.9	95.7	95.1	93.1
4	96.1	96.3	94.6	92.9
5	96.3	94.8	94.1	93.4
6	94.5	93.5	94.2	94
All Years	95.9	95.2	94.2	93.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance rates at Martin's Gully Public School continue to be outstanding and are above the state average. Illness throughout the winter months affects attendance rates.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.59
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Counsellor	0
School Administration & Support Staff	2.04
Other Positions	0.06

*Full Time Equivalent

In 2016 there were no staff members at Martin's Gully Public School who identified as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

In 2016 the priority for the professional learning of teachers was on the English K–10 syllabus, with ongoing support for the Mathematics K–10 syllabus. English professional learning was facilitated over the course of the year with mathematics professional learning also included in Semester 2.

All staff were provided with 3 full-day English workshops which included professional learning on the following:

- the English K–10 syllabus, the central processes, objectives and the links to the pedagogy of Accelerated Literacy;
- unit writing (2 x imaginative, 1 x informative, 1 x persuasive per term) linked to syllabus outcomes and English concepts;
- a review of the Scope and Sequence with links to the English concepts, Informative & Persuasive Units;
- the development of a draft Assessment Schedule;

- the implementation of Learning Walks that focused on LOLO, HOLO or Transformations;
- NAPLAN Writing Marking for Narrative texts with links to moderation and consistency of teacher judgement; and
- the Contextual Concepts and processes.

In addition, Monday afternoon professional learning workshops provided more time to develop our knowledge of the Accelerated Literacy pedagogy and the NAPLAN Writing Marking criteria.

As a result of the professional learning, MGPS now has an updated scope and sequence with units of work linked to the English concepts for each stage of learning; a draft K–6 Assessment Schedule; and trial assessment tasks linked to the NAPLAN marking criteria. In addition, teachers' learning has been enhanced by the implementation of Learning Walks to determine how successful our professional learning has been.

As part of ongoing professional learning in Mathematics K–10, all staff participated in The Mathematics Building Blocks for Numeracy registered course from State office. This included updating our knowledge of the Schedule for Early Number Assessment (SENA) which now includes four SENA's K–8. Teachers in the K–2 area of the school also implemented the Targeting Early Numeracy (TEN) program.

The staff also completed mandatory training in each of the following:

- Code of Conduct;
- Emergency care;
- Anaphylaxis;
- Asthma; and
- Child Protection Training.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1st January to 31 December 2016.

	2016 Actual (\$)
Opening Balance	121 892.32
Revenue	1 572 590.13
(2a) Appropriation	1 533 733.10
(2b) Sale of Goods and Services	720.05
(2c) Grants and Contributions	35 943.33
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 193.65
Expenses	-1 474 074.02
Recurrent Expenses	-1 474 074.02
(3a) Employee Related	-1 340 731.36
(3b) Operating Expenses	-133 342.66
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	98 516.11
Balance Carried Forward	220 408.43

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 2016 financial statement is tabled at the P&C AGM. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 288 093.68
Base Per Capita	8 832.77
Base Location	2 542.00
Other Base	1 276 718.91
Equity Total	77 175.41
Equity Aboriginal	2 491.59
Equity Socio economic	7 295.31
Equity Language	0.00
Equity Disability	67 388.51
Targeted Total	116 670.87
Other Total	29 193.64
Grand Total	1 511 133.61

A full copy of the school's 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.

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

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Parent/caregiver, student, teacher satisfaction

Parents, carers, students and staff were provided with the opportunity to evaluate the school's implementation of staged classes in 2016. At a dedicated P&C meeting, an online survey monkey and student surveys in class, results indicate that the educational advantage of staged classes has been increased for students. Concerns were raised by a small number of respondents about social interaction with students in

other grades, however others commented on how positive their children have found working with different students. Based on the results from all stakeholders, the school will implement staged classes again in 2017 so we can gather more evidence and data relating to the success of the classes.

Policy requirements

Aboriginal education

Aspects of the Aboriginal Education Policy continued to be implemented throughout the year, with Aboriginal perspectives in all Key Learning Areas, particularly in Creative Arts, English and HSIE (History and Geography). Aboriginal perspectives were discussed and focused on during professional learning sessions in 2016.

Multicultural and anti-racism education

Martin's Gully Public School recognises its responsibility to promote tolerance, the appreciation of difference, and the sharing of cultural values in order to prepare students for a multicultural Australia. All programs and units of work have multi-cultural aspects embedded within them to expose our students to a world of difference and acceptance. Professional learning sessions included aspects of multicultural education and skills to implement concepts in teaching and learning programs.

All students worked through the You Can Do It! program in 2015. This involved having a whole school focus area each fortnight with awards and prizes for each class. Year 6 lead a peer tutoring program in Term 4 across all classes K-6. The five keys of the program (persistence, organisation, resilience, persistence, and getting along) assisted in implementing aspects of anti-racism education.