



Marton Public School Annual Report



2016



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Introduction

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

Ms.V.Pantelis

Principal

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School background

School vision statement

Our school vision is we are leaders in learning. We aim to prepare students for the future by providing a supportive learning community where all students are encouraged to be successful learners, taught by skilled teachers in a successful school environment. The school aims at promoting equity and excellence, that every student has the opportunity to be a successful learner, confident and creative individual, and active and informed citizen. Staff are encouraged to continuously reflect on their practices to achieve their goals and the school has a culture of working collaboratively with the community to achieve set targets from ongoing self-evaluations. The school's values are: Teamwork, Respect, Honesty, Friendliness, Pride and Commitment.

School context

Marion Public School is a K–6 primary school located in Engadine, in the Sutherland Shire, south of Sydney NSW. It is a medium sized primary school with a population of some 430 students. The school enjoys a strong reputation for high quality academic, sporting and cultural programs. The school community extensively supports the students through in-class assistance, working bees and a wide range of Parents and Citizens Association fund raising activities. The local community values education.

There is a strong focus on student wellbeing and differentiation to cater for individual needs. The community are passionate about sustainability and have an established 'Eco Warriors' team consisting of students, parents and teachers taking on various roles to help look after the school environment. The school has an ongoing commitment to developing skills in the area of technology and opportunities for students to think critically and creatively.

There are five double story brick buildings where classrooms are located, a large split level library that is well resourced, a connected classroom, dedicated computer room, various technological devices, film area and a school hall.

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. 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.

Learning

Embedded Formative Assessment

One of the main areas that the school hoped to achieve was that formative assessment strategies were embedded in classrooms practices across the school. This was evident through photographs and documents highlighting Embedded Formative Assessment (EFA) strategies being used in classrooms. The movie in which the school created also demonstrates strategies being used in classrooms.

Another area of focus was the impact on staff. The results from both staff surveys indicate staff have embraced trialling and have begun to embed these changes in teaching practice to enhance the learning environment for students. This is important, as a core goal of the EFA project is to assist teachers to not just think their way into new ways of teaching and learning, but to act their way. The result from the survey that indicates that 100% of staff have worked with partners who have tried various techniques is very positive.

The school aimed for all members of the school community to have a clear understanding of the purpose of this initiative. Documentation indicates that staff are building capacity to not just trial new techniques but are demonstrating a greater understanding of why they are using strategies. This is demonstrated in the evidence that teachers are negotiating and reflecting on with their Teacher Learning Community (TLC) partner.

The annotation package that analyses a teacher's experience with the EFA observations is a great example of the process of observation lessons in teacher learning communities having a positive impact on teacher delivery of lessons. The teacher has trialled new strategies and has remained focused on the purpose of the strategies. The teacher has identified future improvements and refinements that benefit the experiences of students.

Students at Marton P.S have responded positively to the classroom environment and have indicated that they feel teachers have a high expectation of them (Tell Them From Me Survey 2016). Students also indicated higher than state averages with feeling interested and motivated with their learning.

Differentiation

We have strong literacy programs that differentiate learning for students with a disability.

Spelling Mastery and Synthetic Phonics use the collection of ongoing data which is used to measure progress and guide the next instruction for students.

Many of our curriculum programs and teaching practices are using evidence-based teaching practices such as embedded formative assessment to effectively develop the knowledge, understanding and skills of all students. This is assisting achievement gains and connectedness to learning for students.

NAPLAN data is reviewed annually to identify areas of high performance and those needing additional or different instruction. These findings guide instruction. This information is stored on the server and is shared and discussed at stage and staff meetings and used to refine teaching programs.

Critical & Creative Thinking

The Critical and Creative Thinking initiative is in its foundation stage of development with research, data collection and analysis the key drivers of the project's direction and implementation. The project has close ties to current pedagogy identified by our Department of Education as best practice. The project aims to prioritise thinking skills and develop teacher expertise in this area. Strategies for assessing critical and creative skills will also be explored. This initiative will be continued throughout next year.

The following outlines the initial evidence collected and its impact on planning and implementation:

Exit slips from professional learning sessions indicated teachers were keen to incorporate the measuring of creativity into their teaching practice.

The staff at Marton P.S. were asked to complete a survey to identify the critical and creative thinking skills (ACARA) that students are currently demonstrating in their classrooms. Staff were asked to rate the frequency that these skills were being demonstrated as either rarely, occasionally and frequently. Analysing the results was very informative as it has allowed us to pin-point areas that need to be targeted with future professional learning sessions.

The staff at Marton P.S were asked to complete an additional survey to identify what they would like to know more about in relation to Critical & Creative Thinking. Practical ideas (57%) and teaching styles (21%) were identified as the most popular responses.

Teaching

All teachers are familiar with and have completed their performance and development plans. The teaching staff agreed to focus on building their knowledge around the new geography syllabus, to evaluate quality texts for the history syllabus and to develop and implement a variety of formative assessment activities to help students assess their progress. Classroom observations were successful and allowed for several opportunities for teachers to self-reflect on their teaching practices.

The staff participated in professional learning sessions based around the elements of the Australian Professional Standards for Teachers. This allowed opportunities for teachers to share quality teaching practices around the first four elements.

Professional learning was mainly focused on embedding formative assessment into teaching, Australian Professional Standards for Teachers, geography and literacy.

Leading

Marton Public School has a well established community atmosphere. Parents are involved in many aspects of the school. Parents feel welcomed with a score of 6.7 from the Tell Them From Me survey (2016).

Parents have been informed on syllabus change in geography . They have also been presented with the implications of embedded formative assessment on students learning and how these benefit both students and teachers.

Through three way interviews, parents, students and teachers reflect on student achievements and develop strategies to enable students to work to the best of their ability.

Through the Parents and Citizen committee parents are informed of the direction the school is taking through the school plan.

As an area of improvement identified in the evaluation of the School Excellence Framework last year, the school focused on linking with other agencies through the Got It program, Linkages, Community of Learners and other Community of Schools' initiatives.

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

Successful learners

Purpose

To develop students as successful learners with a capacity to become independent and critical thinkers who are literate, numerate, creative, technologically skilled and lifelong learners.

Overall summary of progress

One of the main areas that the school hoped to achieve was that formative assessment strategies were embedded in classrooms practices across the school. This was evident through photographs and documents highlighting Embedded Formative Assessment (EFA) strategies being used in classrooms. The movie which the school created also demonstrates EFA strategies being used in classrooms.

Another area of focus was the impact on staff indicating that 100% of staff have worked with partners who have tried various techniques is very positive.

A wealth of data is collected regularly for both formative and summative assessment and are used to guide instruction and to provide feedback to students and their parents. This year the team decided to use the end of year data collected on reading and spelling to monitor cohort progress and to identify children who may benefit from greater differentiation strategies. At the end of 2016 a comprehensive analysis of student progress was conducted using data from South Australian Spelling and the Waddington Reading tests. 85.4 % of children were above chronological age for reading as assessed by the Waddington Reading Test and 75.4 for spelling as assessed by the South Australian Spelling Test.

The Critical and Creative Thinking initiative is in its foundation stage of development with research, data collection and analysis the key drivers of the project's direction and implementation. The project has close ties to current pedagogy identified by the Department of Education as best practice. The project aims to prioritise thinking skills and develop teacher expertise in this area. Strategies for assessing critical and creative skills will also be explored.

These initiatives will be continued throughout next year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers use formative assessment practices in their teaching of literacy and numeracy.	100% of staff reported that their learning partners have trialled various techniques during observations. One mentioned that their learning partner was adventurous, trying a variety of methods before finding the right one. 94% of teachers use an immediate form of assessment to show understanding. 88% of teachers feel that their students' level of learning has become a shared responsibility as their students are more aware of what they are learning. 77% have acknowledged that the whole school has consistency with the use of learning intentions. 71% of teachers use learning intentions regularly in class. 53% of teachers now use no hands up techniques in their classes. The results from surveys indicate that staff have embraced trialling or even embedding changes in teaching practice to enhance the learning environment for students. This is important, as a core goal of the EFA project is to assist teachers to not just think their way into new ways of teaching and learning, but to act their way. The result from the survey that indicates that 100% of staff have worked with partners who have tried various techniques is very positive.	• Socio-economic background (\$13500.00)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% of students progressing through the levels on the PLAN continuum.</p>	<p>80 children had individual learning plans and adjustments with parent involvement to support their learning, social and emotional development and behaviour. Data recorded in the National Consistent Collection of Data. Synthetic Phonics implementation over the last 3 years for K–2 where phonics skills were systematically taught to improve reading and spelling. Regular testing checks for 80% mastery and if this is not achieved then more teaching is done. Parents have been provided with information about the program. Parent and grandparent volunteers implement the associated Power Packs to provide additional opportunities to gain mastery. Some children also use the power packs at home. Spelling Mastery implementation over the last two years for Years 3–6 where spelling skills were systematically taught using mastery learning to improve reading and spelling. Skills such morphology, rules and conventions are explicitly taught. Data collected each 5th lesson during the program. South Australian Spelling tests are done at the start and the end of the year and progress is examined. CARS & STARS to teach the meta–cognitive strategies needed for understanding texts commenced in 2016. Our LaST program, SLSO and use of parent volunteers helps ensure that all children K–2 are being provided equitable academic opportunities to learn to read and spell. Training was provided to all interested parents in the teaching of Synthetic Phonics and some classes implemented Power Pack support for students needing additional practice. Professional learning was provided in how to most effectively teach Spelling Mastery and Synthetic Phonics at the start of the year and the sessions were filmed for future reference by staff and saved on teacher share.</p>	<ul style="list-style-type: none"> • Low level adjustment for disability (\$17900.00) • English language proficiency (\$4000.00) • Socio–economic background (\$9400.00) • Literacy and Numeracy (\$3000.00)
<p>100% of students' participate in learning opportunities that facilitate their skills to think critically and creatively through tools such as information technologies.</p>	<p>We have developed a Marton Public School 'Critical & Creative Thinking Skills' continuum in alignment with ACARA. We have sourced resources and strategies for explicitly teaching critical & creative thinking skills in the classroom and made direct links to our 'Critical & Creative Thinking Skills' continuum. In response to staff surveys, this will provide staff with the practical support and knowledge of teaching styles (57% and 21%), in order to successfully implement the ACARA continuum. We have developed a program checklist to support staff in documenting their employment and programming for their explicit teaching of the different 'Critical & Creative Thinking Skills'. The school purchased resources in relation to the following: Thinking Keys, Young Thinker Program, Blooms Taxonomy and De Bono's Thinking Hats. Teachers throughout the school have trialled these resources and teaching strategies. Professional learning during Term 4 2016 focused on exploring the key teaching strategies central to the M.P.S scope and sequence and program checklists that were formulated.</p>	<ul style="list-style-type: none"> • Literacy and Numeracy (\$8000.00) • Technology (\$2000.00)

Next Steps

New teacher's information package created and distributed to new staff, including timetabling of workshops to support new teachers.

Executive up skilling with workshops including leadership in formative assessment, leadership workshops and the Community of Learners (COL) project to ensure ongoing school systems and structures in place to maximise the benefits to students from quality formative assessment practices within classrooms, across stages and as a whole school team.

Student surveys, exit slip data to assist teacher understanding of impacts on students. Interview students about lessons and strategies to share with staff and support staff reflection of effectiveness of teaching and learning.

Improving the collection of staff observations by seeking feedback.

Continue to strive for student levels of feeling challenged, increase student responses for feeling interested and motivated to learn. Aim for student perceptions of feedback given to them to be a higher percentage. An area to improve is the percentage of Marton P.S students in relation to challenge and effort. The combination of the EFA, Differentiation and the COL project will provide ongoing support to enhance these areas of teaching and learning.



Strategic Direction 2

Skilled staff

Purpose

To support staff to achieve their professional learning goals. Learning opportunities are engaging and teaching strategies are evidence based.

Overall summary of progress

All teachers are familiar with and have completed their performance and development plans. The teaching staff agreed to focus on building their knowledge around the new geography syllabus, to evaluate quality texts for the history syllabus and to develop and implement a variety of formative assessment activities to help students assess their progress. Classroom observations were successful and allowed for several opportunities for teachers to self-reflect on their teaching practices.

The staff participated in professional learning sessions based around the elements of the Australian Professional Standards for teachers. This allowed opportunities for teachers to share quality teaching practices around the first four elements.

Professional learning was mainly focused on embedding formative assessment into teaching, Australian Professional Standards for Teachers, Geography and literacy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff to achieve their professional learning goals.	All teaching staff formed and completed their performance and development plans. They met with their team leaders to discuss progress made on their goals throughout the year. 87% of goals were achieved in 2016. All staff have agreed that the professional learning sessions implemented throughout the year have been relevant and connected to the school plan with a high interest in learning more about developing students' creative and critical thinking skills.	<ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5000.00)
100% of teachers work towards benchmarks that achieve their professional growth through the four stages of the Professional Standards.	100% of staff have become more familiar with the Australian Professional Standards for Teachers and gained insight into some quality teaching practices through the staff professional learning sharing sessions.	
100% of staff to participate in professional learning projects.	100% of teaching staff have participated in professional learning based on the school's strategic directions, as well as their own goals identified in their performance and development plans. Each member of staff is part of a professional learning team and participated in initiatives linked with the project throughout the year.	<ul style="list-style-type: none">• Support for beginning teachers (\$24000.00)• Teacher Professional Learning (\$18400.00)

Next Steps

There is a high interest from the teaching staff to develop themselves professionally in the area of teaching students to develop their critical and creative thinking skills.

Through the iPlay initiative, the school will focus on methods to incorporate fitness into the curriculum. This also connects to the new policy requirement of including 150 minutes of planned physical activity, including a minimum of one hour for sport in Years 3–6.

Professional learning will continue to be in the areas of differentiation, critical and creative thinking and embedded formative assessment, with a stronger focus on the Student Wellbeing Framework and numeracy.



Strategic Direction 3

Successful school

Purpose

The school reflects on its own practices, uses data to inform and collaborates with its community to support the highest levels of learning.

Overall summary of progress

Survey from teachers indicated that most parents (90%) attended the three way interviews and Meet the Teacher night. Each class is to keep detailed information about meetings with parents to save for future reference. However, the Tell Them From Me survey indicated only 47%, which indicates conflicting information. This highlights a need to encourage parents to complete the survey and understand how valuable the information is for future direction and planning.

Results from the Tell Them From Me survey indicated only 18% of parents are involved in committees although voluntary work indicator shows up to 60% assist in some way.

External providers have assisted with parents involved through the Got It program and in 2017 through iPlay.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School progression through each of the 14 elements of the framework.	All staff have become familiar with the School Excellence Framework. Professional learning sessions were implemented at the school throughout the year focusing on the fourteen elements. In teams, teachers were required to assess our school's performance in each of the elements of the framework. A new system was developed to support teachers in the evaluation process.	<ul style="list-style-type: none">• Community Consultation (\$10000.00)• Equity Transition Funding (\$2800.00)
Increase of parents and community members who actively engage in and support the school's educational priorities through learning opportunities.	Survey from teachers indicated that most parents (90%) attend three way interviews and Meet the teacher night. Tell Them From Me survey indicated only 18% of parents are involved in committees. Voluntary work indicator shows up to 60% assist in some way. External influences have assisted with parents involved through the Got It program and in 2017 through iPlay. The Got It program has been successful in its implementation in helping support students with needs and their families. Links with the Health Department has been a valuable resource. The school continued initiatives with community of schools such as the Sustainability Camp, Sutherland Shire Schools Music Festival and the new Community of Learners project which has been successful in developing quality leadership and teaching practices. Executive staff and selected aspiring leaders have participated in two leadership courses. As a result of these professional learning sessions, all staff members involved have developed their leadership skills and formed professional relationships with two different school communities.	<ul style="list-style-type: none">• Literacy and Numeracy (\$8000.00)• Teacher Professional Learning (\$6000.00)

Next Steps

Start off the year with a Welcome to Marton barbeque for all members of the school community.

The schedule time of events appeared low on Tell Them From Me (TTFM) survey. A record of meetings and placing them on website to inform parents will be put in place and parents will be informed of this through newsletters.

Upgrade the school website with information about what each stage is learning for the term.

Survey parents to enable them to indicate where they would like to be involved in the school and by what methods they would prefer to be informed.

Parents are to be presented with information about current programs and practices at Meet the Teacher Evenings.

Learning and Support Team teacher to inform once a term on progress of students in their program.

Information session to the school community encouraging parents to complete surveys in order to receive a greater and more accurate response from the school community's perspective.



Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	These funds were allocated to have a Student Learning Support Officer to help students identified with non English speaking background in the classroom. Growth in PLAN data was evident for 100% of these students.	• English language proficiency (\$4 334.00)
Low level adjustment for disability	Data from the Learning and Support teachers shows student growth.	• Low level adjustment for disability (\$20 200.00)
Quality Teaching, Successful Students (QTSS)	All teachers produced a film with their class which resulted in a Marton Movie Night. All teachers appreciated the support provided to them to allow this area of our school plan to be implemented and would like further support in 2017. Executive teachers participated in a Cronulla Leadership course which developed their understandings of effective leadership.	• Quality Teaching, Successful Students (QTSS) (\$10 000.00)
Socio-economic background	Feedback provided on classroom observations.	• Socio-economic background (\$19 914.00)
Support for beginning teachers	All beginning teachers felt that their identified needs in their teaching abilities by completing a plan in consultation with their team leader and Principal had been met. Areas developed in 2016 include information communication technologies, research, programming, coding, school routines, report writing, 21st century learning, numeracy, literacy, embedding formative assessment, classroom observations, wellbeing, mindfulness, geography and accreditation.	• Support for beginning teachers (\$24 000.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	197	200	211	223
Girls	187	202	208	201

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97	96.9	96.3	97
1	95.9	96.4	96.8	96.1
2	96	96.9	96.5	96.6
3	97	96.3	96.2	96.2
4	94.9	95.8	95.5	96.2
5	96.7	95.5	95.7	96.4
6	95.7	95.4	95.9	96.4
All Years	96.2	96.2	96.1	96.4
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 is monitored extremely closely by all Marton staff. The school community are clearly communicated the importance of daily attendance and clear comprehensive policies and procedures exist to support any non-attendance issues. The Marton Learning Support Team monitors any attendance issues.

Letters are issued out fortnightly to families who have unexplained absences.

End of Weeks 5 and 9, teachers view number of unexplained absences. If concerned, teacher discusses with the parent (verbal).

If pattern does not improve, teacher makes referral to the Learning Support Team and a letter is sent home by the Principal.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.41
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration & Support Staff	3.12
Other Positions	0.16

*Full Time Equivalent

Whilst there is a diversity of staff at Marton Public School, no member of staff identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

Professional learning and teacher accreditation

With the introduction of the new geography curriculum, the teachers at Marton Public School have been involved in a community of schools initiative aimed at developing the skills and knowledge of leaders within each of the schools to be able to provide ongoing support in this curriculum area within the school. Two curriculum leaders were appointed from Marton Public School. These leaders have participated in ongoing professional learning workshops throughout a semester by state advisors. This has led to workshops held during School Development Day, as well as professional learning meetings at school. All of the staff have been involved in professional learning sessions where support was provided in CPR, Anaphylaxis, Sharks make Bullying History, iPlay, English concepts, Numeracy Framework, Young Thinkers program, PLAN and Professional Teaching Standards for Teachers. All

teachers have been participating in training designed to assist them in either achieving or maintaining proficiency under the requirements of the Australian Professional Teaching Standards which is required from 2018. Staff have developed their knowledge of Standards 2, 3 and 4: *Know the content and how to teach it; Plan for and implement effective teaching and learning; Create and maintain supportive and safe learning environments* and are in the process of gathering evidence demonstrating this. This process will continue through each of the seven standards.

As indicated in the School Plan, spelling has been an area of focus at Marton Public School. Teachers were presented with ideas for teaching spelling strategies with their class and demonstration lessons were provided on how to teach spelling effectively.

All teachers worked collaboratively across their stage group to plan units of works and assessment tasks.

The total school expenditure on teacher professional learning was: \$ 20, 236.20 .

School Development Days

Term 1: Policy reviews and technology programs including Claymation.

Term 2: Staff Welfare

Term 3: The new K–10 Geography syllabus

Term 4 Variation: Technology: Newsmaker and Crazytalk, Embedded Formative Assessment, Film Creation, Learning Targets, Feedback and Self-assessment, School Plan and the Critical and Creative project.

All staff participated in the sessions outlined above with the exception of two teachers with one session of the variation and alternate arrangements were made.

There are two new scheme teachers who worked towards and achieved the Board of Studies Teaching and Education Standards accreditation.

There are ten new scheme teachers maintaining accreditation at Proficient.

There are no teachers seeking voluntary or maintaining accreditation at Highly Accomplished or Lead.

There have been two beginning teachers appointed to Marton Public School in 2016.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income

broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	160 242.84
Global funds	283 648.09
Tied funds	258 674.20
School & community sources	210 940.70
Interest	3 876.09
Trust receipts	5 017.65
Canteen	0.00
Total income	922 399.57
Expenditure	
Teaching & learning	
Key learning areas	9 745.44
Excursions	78 054.40
Extracurricular dissections	103 459.74
Library	4 873.68
Training & development	0.00
Tied funds	171 482.79
Short term relief	49 880.96
Administration & office	70 117.72
School-operated canteen	0.00
Utilities	41 591.53
Maintenance	34 292.48
Trust accounts	6 606.37
Capital programs	0.00
Total expenditure	570 105.11
Balance carried forward	352 294.46

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	484 550.55
(2a) Appropriation	369 341.07
(2b) Sale of Goods and Services	8 863.29
(2c) Grants and Contributions	106 101.69
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	244.50
Expenses	-137 303.96
Recurrent Expenses	-137 303.96
(3a) Employee Related	-78 713.86
(3b) Operating Expenses	-58 590.10
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	347 246.59
Balance Carried Forward	347 246.59

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

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	2 685 617.31
Base Per Capita	22 696.42
Base Location	0.00
Other Base	2 662 920.89
Equity Total	98 320.36
Equity Aboriginal	2 784.62
Equity Socio economic	19 914.22
Equity Language	4 334.09
Equity Disability	71 287.44
Targeted Total	40 390.00
Other Total	22 944.34
Grand Total	2 847 272.01

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 Year 3 students achieved above state average in the areas of writing and spelling which has been the main focus for the school outlined in the school plan. The Year 5 students achieved above state average for reading, writing, spelling, grammar and punctuation.

Average numeracy scores for Year 3 have improved and Year 5 achieved above state average in the areas of data, measurement, space and geometry. There is a strong focus in numeracy across the school for 2017.

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.>

In 2016, in accordance with the Premier's priorities: Improving education results, schools are required to

report on their student performance for the top two NAPLAN bands in reading and numeracy.

At Marton over 50% of Year 3 students who participated in the NAPLAN, achieved within the top two bands for reading and 42% achieved the top two bands for numeracy.

44% of Year 5 students achieved within the top two bands for reading and 35% achieved the top two bands for numeracy.



Parent/caregiver, student, teacher satisfaction

Students

The results of the survey indicated that students at Marton Public School value schooling outcomes and demonstrate positive school behaviour above the NSW Government norm but below for homework behaviour. They also rated above the NSW Government norm for positive relationships and participation in sports and clubs but below for a sense of belonging. The students' results were above the norm for all areas of intellectual engagement. The results were way below the norm for students displaying early signs of disengagement and above for all areas of student engagement.

Teachers

The teachers rated collaboration with a 7.7 indicating a suggestion for other teachers to provide helpful feedback about lessons and teaching. The learning culture rated high as did the use of data to inform practice. Our teachers are strong in their teaching strategies when presented with a new concept, they link it to previously mastered skills and knowledge. Inclusivity scored highly with two areas of identified strength. One being understanding the learning needs of students and the other with establishing clear expectations for classroom behaviour. Parent involvement scored a 7.8 and the lowest score was technology with a 6.8.

Parents

Parents feel welcomed at school but would like to be kept better informed particularly with scheduling parent activities at times when some can attend. Approximately 50% of parents surveyed indicated that they have talked with their child's classroom teacher

and 50% indicated that they have met with the teacher twice or more in the school year. 18% indicated that they are involved in committees and 82% claimed that they were not involved.



Policy requirements

Aboriginal education

The importance, strength and diversity of the Aboriginal culture is valued and respected by all at Marton Public School. Aboriginal education continues to be a focus and our school recognises and embeds Aboriginal perspectives and education throughout its curriculum programs. Aboriginal perspectives and beliefs are studied by all stages across learning areas. Acknowledgement of Country is delivered at all formal school events and the National Anthem, including the Dharawal verse, is sung at all school assemblies.

During the year, Marton celebrated NAIDOC day and Aboriginal culture with a visit from an Aboriginal performer who entertained us with songs and stories.

One student was nominated for a Deadly Kids Doing Well Award for academic achievement in the school and a teacher participated in the Aboriginal Studies Annual Conference.

All Aboriginal students have Personal Learning Plans (PLP's) developed in consultation between the teachers, students and parents. These plans outline the student's strengths and areas to be developed.

Multicultural and anti-racism education

Throughout the year Marton Public School has actively promoted multicultural education through its teaching and extracurricular activities for the students. Our focus is always to continue building on cultural awareness and acknowledging how this enriches our own school community. Many of our teaching programs have multicultural perspectives embedded within them, particularly in history and geography. Other examples have been the study of Asian art and how incorporating some of the interesting techniques used by Asian artists have enhanced the children's own art work.

Each year at Marton, the students are actively involved in initiatives that create deeper awareness and understanding of cultural differences. This year's

highlight for the students was the visiting African drumming group where the students listened to the rhythmic beats of music and participated in their own drumming. The experience was designed to build confidence and a sense of community and provided an invaluable and thoroughly enjoyable opportunity to celebrate Harmony Day.

Other school programs

Student Wellbeing

Our school works proactively to holistically support and further develop student wellbeing. Differentiation of the curriculum to effectively support the learning of all children including the support of children with additional learning needs, is a priority area of Strategic Direction 1 of our School Plan 2015–2017.

Staff work collaboratively with parents to promote a healthy, safe, ordered, supportive, secure and caring environment that provides optimal teaching and learning. It recognises that student wellbeing is a shared responsibility between school, home and the community. The ongoing teaching, monitoring and reinforcement of our core values and three school rules guide and underpin our student wellbeing provision.

The school works proactively to implement student welfare support structures and programs that prioritise and address the identified needs of individual students, staff and the school as a whole. We have a variety of programs that cater for the varied learning, social and emotional needs of our students.

Marion has a strong Learning Support Team (LST). The team meets weekly to proactively plan, discuss student referrals, have professional dialogue in regard to student challenges and develop strategies to meet student needs. Parents are kept well informed of additional resources for students who need support emotionally, academically or behaviourally. Our school counsellor is an integral part of the LST and students who need support are referred to this service.

Support is provided in a range of ways. Our school counsellor provides counselling support to referred students and assists families to link to other support agencies and personnel in the community. The LST regularly places information regarding courses for parents and children in the school newsletter. In addition we provide for some individual students the Cool Kids program for children who experience higher than normal levels of worry in their daily life. Cool Kids is a structured, skills-based program that teaches children and their parents how to better manage their child's anxiety. It involves the participation of both children and their parents, and focuses on teaching clear and practical skills. The KIDS HOPE program which involves a partnership with a local church, providing screened and trained mentors who provide one-to-one mentoring to targeted children for one hour per week, continued successfully in 2016 with eleven children. The Got It program ran during Term 4 providing training for all K–6 using the 'Friends' program and six families were supported by a more

intensive program. The program's aim was to develop students' social skills, positive relationships, resilience and to reduce disruptive and challenging behaviours.

In 2016 the school participated in the Australian Government's Nationally Consistent Collection of Data of school students with a disability for the third time. This program enabled staff to support the Learning Support Team in collecting accurate data on all students for whom accommodations and adjustments are made to the curriculum.

Eighty students had an individualised Learning Support Plan developed collaboratively by the class teacher, parents and the Learning Support Team. Parents and teachers work together on these plans throughout the year to ensure they continue to be effective. In addition personalised learning plans were developed and implemented to support students from an Aboriginal background.

Identified students are supported by our committed Learning and Support Teacher (LaST). 43 students were supported with their literacy learning in small groups and also with in-class support.

RAM funding and individual student funding support was used to employ two School Learning Support Officers who worked with targeted students to assist the teacher to implement individualised learning and/or behaviour plans for these students.

Additionally some students participated in the Student Achievement in Reading (STAR) program which ran for the fifth year. STAR is an intensive one on one program for students who need additional support with reading. The program is delivered by one tutor to one student at a time. Our tutors are parents and grandparents who contributed part of their week to improving the literacy of our students. Nine tutors supported ten students in the program assisting them to make significant gains in their literacy skills. Four students undertook the program at home, tutored by the parents. We are incredibly grateful and thankful for the support of our tutors with this important program.

Public Speaking & Debating

During 2016, Early Stage 1 – Stage 3 at Marion Public School focussed on Speaking and Listening within the classroom through weekly speeches as part of homework, speaking and listening activities and classroom discussions. In Term 2, students from all years presented formally prepared persuasive speeches to their classroom teacher, and a rubric that was implemented across the school was used. Two to four students from each class in Stage 1 – Stage 3 were chosen to represent their stage at the finals for our school. Students in Stage 1 presented a two minute speech, and a 30 second impromptu. Stage 2 students presented a three minute speech and a one minute impromptu. Stage 3 students presented a four minute speech and a one and a half minute impromptu.

One child from each stage was then chosen to represent Marion Public School at zone level. One

Stage 1 student was selected to represent Marton PS at the Finals.

During 2016, Marton Public School participated in the Premier's Debating Challenge. Our team consisted of four students from Year 5. The students competed against Stage 3 student teams from other schools in the Sutherland Shire. Our team won three out of their four debates. Each member of the team worked collaboratively, calling on their critical and creative thinking skills to establish convincing and well-thought out arguments and rebuttals. The debate competition afforded our students to improve their public speaking skills, learn from other schools, receive and apply constructive feedback, develop inter-school partnerships, and display Marton Public School values.

Leadership

The Student Representative Council (SRC) at Marton Public School for 2016 has had 62 children (29 boys and 33 girls) represent their class throughout the year. Each representative was elected by their class for a semester, with new representatives beginning in Term 3. Their leadership role has included attending regular meetings, communicating an exchange of ideas to and from the SRC and promoting SRC events in the school.

The SRC have held two mufti days this year, raising money for charities. In Term 2, the SRC held a colour day to support the Cancer Council, while there was an opposite mufti day in Term 4 supporting Bear Cottage. The SRC will examine ways to improve on children's sense of belonging to the school as a direct result of the "Tell Them From Me" survey.

Environmental Education

On a weekly basis over 120 students participate in the Eco Warriors program. Students are divided into eight groups which are led by parent volunteers. At least twelve parent volunteers meet weekly to support groups in activities such as vegetable gardening, mulching, weeding, water plants, collection of paper waste and working with chickens. The emphasis of Eco Warriors is on building skills and knowledge of sustainability, recycling and respect for our environment. Year 4 students are able to participate in a teacher led group program designed by the team to learn more scientific background behind soil types, germination and photosynthesis. Each week three staff members are rostered on to the Eco Warriors team to coordinate the activities. Parent volunteers regularly organise working bees and sponsorship in 2016 has come from Bunnings Warehouse in the form of plant donations and advice on planting. Every year Marton Public Schools holds a "Plant a Tree Day" where students and their buddies plant native trees to enhance our school's natural environment.