

# Martins Creek Public School

## Annual Report



2017



2493

## Introduction

The Annual Report for **2017** 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](http://www.martinscrk-p.schools.nsw.edu.au)

[martinscrk-p.School@det.nsw.edu.au](mailto: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

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 2017

Embedding a Positive Learning Culture continued to be a priority with more new enrolments. Our 125th anniversary celebrations brought together students present and past to strengthen school pride. High levels of Social Support and regularly updated Personalised Learning Plans have enabled all students to develop skills and understanding to their personal best through caring for student wellbeing throughout 2017. 5 weekly assessment and monitoring of learning with a focus on Literacy was a milestone we achieved during 2015–2017.

#### Report on Teaching 2017

Termly Quality Teaching rounds facilitated professional discussion that enhanced continuity in Social Support and Expectations for our students. Professional Development included Behaviour Management training for all staff, Gifted and Talented workshops with our Local Community of Schools and a 3-month Personalised Learning course with Online Training Australia for teaching staff. These were aligned with Milestone 3 of consolidating and improving our existing support of students with special needs.

#### Report on Leading 2017

We continue to benefit from a highly engaged, active and positive school community including supportive parents, carers and local community members. Through effective and positive leadership, our 125th anniversary celebration brought together members of the community and involved teachers past and present in successful collaborative

activities. Our biggest educational resources invested in this year were our human resources which have continued to have an enriching and positive impact on our students.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

5 weekly assessment and planning meetings have been sustained throughout the year with a focus on supporting all our students in make progress in Writing – Grammar, Punctuation and Spelling in 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Teacher Release for collaborative planning, assessing and reporting.  \$1650	NAPLAN online assessment tools and Literacy Continuum tracking were used to evaluate Writing skills gained in 2017. During 2017, in Stage 1, 50% of students moved up 2 clusters for Writing in the Literacy Continuum. In Stage 2 50% of students moved up 1 cluster in Writing. In Stage 3 80% of students moved up at least 1 cluster for Writing in 2017. ES1, Stage 1, Stage 2 and Stage 3 SEN students made progress consolidating literacy skills within their current cluster.  We evaluated our improvement measures and selected focal areas to take forward into 2018. This includes participation in a Community of Schools Writing Project in Term 1 2018.
Collaborative, focused assessment and evaluation to happen every 5 weeks.	Additional Teacher resource for assessment and updating of plan and progress monitoring.  \$2000.00	Regular assessment and planning meetings have been sustained throughout the year. Professional Development for all staff in Term 4 on Behaviour Management ensured a collective and cohesive approach to teaching and managing all students.

#### Next Steps

Focus on our integrated literacy strategies for our SEN students in all stages, incorporating ICT.

## 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

Instructional Rounds with colleague classroom observation and evaluations continued throughout 2017. Lessons across the Key Learning Areas were observed and Coded with a focus on Quality Teaching Dimension 2. Improvement was made in Quality Learning Environment, Explicit Quality Criteria, Engagement, High Expectations (differentiated for K-6 SEN class), Social Support and Student Direction. Social Support remained a teaching and learning strength across the school. Student Self-Regulation continued to score at the same level and is an area of training need.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching staff are conversant with Dimension 1 of Quality Teaching Framework.	Additional Teacher resources for Quality Teaching assessment and monitoring.  \$500.00	Creating a Quality Learning Environment with focus on Social Support has been effective in raising Engagement for SEN students. Strategies from Personalised Learning Course including Explicit Direct Instruction have proved effective in increasing co-operation with SEN students.
Lesson plans and delivery include the elements of Quality Learning Environment, Explicit Quality Criteria, Engagement, High Expectations, Social Support, Student Self-Regulation and Student Direction – 2017 focus.	Teacher Release for development of PLP (3 month PD Course)  \$800.00  Social Support Program incorporating Multicultural and Citizenship Education.  \$230.00	Lesson plans and delivery of all teaching staff now include the elements of Quality Learning Environment, Explicit Quality Criteria, Engagement, High Expectations (differentiated for K-6 SEN class), Social Support, Student Self-Regulation and Student Direction.
Students will make progress in demonstrating Intellectual Quality. The QT Coding Scale will be used to track this. At the start of 2017 our teachers were working between Code 3 and 4 for Intellectual Quality.	Purchase of student resources including NAPLAN preparation.  \$100.00	Using the Coding Scale of Student indicators we evaluated the effectiveness of this change through instructional rounds lessons. Our lessons scored Code Level 4 for all of Dimension 2 except Student Self-regulation which scored at Code Level 3. Social Support scored at Coding Level 5.

#### Next Steps

Apply best practice strategies to increase High Expectations for all students and program for training students in Student Self-Regulation. We will embed this in our 2018–2020 School Plan. The Professional Development Plans for Teaching Principal and Part-time Teacher have been evaluated for 2017 to inform future directions for 2018 which include applying Explicit Direct Instruction pedagogy and integrating IT across the curriculae.



## 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

Meetings for all students with IEPs have occurred 5 weekly throughout 2017 and additional regular meetings with parents/carers and professional providers. Programs and lessons focusing on Quality Learning Environment with Social Support have been effective in raising Engagement for SEN students. Strategies from Personalised Learning Course at Maitland District Office including Explicit Direct Instruction have proved effective in increasing co-operation with SEN students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implement advice from specialist consultants on new ways for SEN students to access all parts of the curriculum each day.	Teacher release for Learning and Support Team meetings.  \$800.00	Liaison with ATSI support personnel provided enrichment for all students. We worked closely with NDIS Speech Therapist and O.T. on visual and kinaesthetic programs designed and targeted to each SEN student.  Whole staff training with School Counsellor and behavioural education specialist enabled consistent responses to SEN learning and behaviour needs to be provided.
Ensure all lesson plans and delivery include adjustments and adaptations that are engaging and relevant to students' IEPs. During 2016 IEPs were regularly updated. This ensured all lessons contained effective SEN adjustments and we are working on systematic data collection for 2017.	Integration funding support and Equity Loading (Low Level Adjustment for Disability) used for SLSO wages to ensure effective SEN adjustments and inclusion.  \$48067.00	IEP meetings for SEN students occurred regularly. Teaching staff engaged in weekly collaborative analysis of work samples and gathered annotated photo evidence to track progress of our SEN students.

#### Next Steps

Streamline Personal Learning Plans for 2018 and structure PLP meetings with parents to focus on SMART goals and strategies. Enhance communication on SMART goals between home-school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	no funds received in 2017	n/a
<b>Low level adjustment for disability</b>	Flexible funding: \$3212.00	Daily 1:1 support sessions were provided to students requiring extra support in Literacy. This resulted in these students developing and consolidating Reading, Writing and Phonemic Awareness skills. Their progress was tracked on the Literacy Continuum 5 weekly with progress from Cluster 5 to Cluster 6. Speaking and Listening skills also improved from Cluster 8 to Cluster 9 on Literacy Continuum.
<b>Socio-economic background</b>	\$1751.00	Assisted in Social Support for our students and Inclusive learning environment.
<b>Funding Support Integration Funding</b>	<p>See Strategic Direction 3.</p> <p>Integration funding Support and Equity Loading (Low Level Adjustment for Disability – Staffing) allocation received expended on SLSO wages supporting inclusion and effective adjustments for SEN students.</p> <p>Allocation: \$48,067.00</p>	As a result of specialist input into learning support team meetings and 1:1 SLSO support, our SEN students have made steady progress in IEP target areas, including expressive language, social skills such as self-care, co-operative play and increased on-task behaviour in classroom observations.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	4	4	4	9
Girls	2	2	5	6

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7			61.3
1	100	95.4		94.6
2		97.7	98.5	97.7
3	96.4		97.8	95
4		96.9	96.3	94.8
5	97.8		94.6	86
6		96.6		93.5
All Years	97.3	96.7	96.3	90.8
State DoE				
Year	2014	2015	2016	2017
K	95.2			94.4
1	94.7	93.8		93.8
2		94	94.1	94
3	95		94.2	94.1
4		94	93.9	93.9
5	94.8		93.9	93.8
6		93.5		93.3
All Years	94.9	93.9	94	93.9

### Management of non-attendance

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
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.13
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.7
Other Positions	0

\*Full Time Equivalent

We had no staff identifying as ATSI in 2017.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

Teaching Principal and Part-Time Teacher are maintaining Proficient Teacher Status. Both teachers have a PD Plan in collaboration with their Supervisor each Semester. Professional Development in 2017 included: Mandatory Anaphylaxis and CPR training at Vacy Public School – whole staff attended. No cost. Online Mandatory training continued throughout the year for all staff. No cost. Two teaching staff attended staff development day on Gifted and Talented students at Dungog High School Term 3. No cost. A whole staff 3 hour training session on Behaviour Management for learning. \$400. Two teaching staff attended OLT Personalised Learning course at Maitland District Office July–November. Release Teacher 4 days.

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

## Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>55,880</b>
Global funds	38,848
Tied funds	61,211
School & community sources	625
Interest	676
Trust receipts	70
Canteen	0
Total Receipts	101,430
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	12,686
Excursions	0
Extracurricular dissections	737
Library	174
Training & Development	0
Tied Funds Payments	51,233
Short Term Relief	857
Administration & Office	12,970
Canteen Payments	0
Utilities	3,440
Maintenance	1,836
Trust Payments	70
Capital Programs	0
Total Payments	84,003
<b>Balance carried forward</b>	<b>73,307</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>144,827</b>
Appropriation	143,116
Sale of Goods and Services	0
Grants and Contributions	1,570
Gain and Loss	0
Other Revenue	0
Investment Income	140
<b>Expenses</b>	<b>-63,226</b>
Recurrent Expenses	-63,226
Employee Related	-50,339
Operating Expenses	-12,888
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>81,600</b>
<b>Balance Carried Forward</b>	<b>81,600</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

## Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	248,943
Base Per Capita	1,375
Base Location	1,554
Other Base	246,013
<b>Equity Total</b>	13,370
Equity Aboriginal	0
Equity Socio economic	1,751
Equity Language	0
Equity Disability	11,619
<b>Targeted Total</b>	37,910
<b>Other Total</b>	1,929
<b>Grand Total</b>	302,151

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Due to small cohort of NAPLAN students, graphical reporting is unavailable.

For Year 3 50% of Year 3 students achieved above Band 6 in Reading (National average was Band 5), Band 4 in Writing (National average was Band 4) and Band 4 in Spelling (National average was Band 4) and above Band 6 in Grammar and Punctuation (National average was Band 5). 50% of students (who required Supplementary Cognitive adjustment to Teaching and Learning) achieved Band 5 in Reading (National average was Band 5), Band 3 in Writing (National average was Band 4) and Band 3 in Spelling (National average was Band 4) and Band 3 in Grammar and Punctuation (National average was Band 5).

For Year 5 100% of students achieved Band 7 in Reading (National average was Band 6), Band 5 in Writing (National average was Band 5), and Band 6 in Spelling, Grammar and Punctuation (National average was Band 6).

Due to small cohort of NAPLAN students, graphical reporting is unavailable. For Year 3 50% of students participating performed above the State average.

For Year 3 50% of students achieved Band 5 in Numeracy (National average was Band 4). 50% of students (who required Supplementary Cognitive adjustment to Teaching and Learning) achieved Band 3 in Numeracy (National average was Band 4).

For Year 5 100% of students achieved Band 6 in Numeracy (National average was Band 6).

## 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 with our new and existing families. Communication occurs through conversations, meetings, school newsletters and at our whole-school events.

Samples of 2017 feedback:

**Parent/caregiver comment:** "The school community and team work so hard to bring everything together. My children are extremely happy and progressing extremely well. The opportunities that are available to them because of the smalls school setting are amazing. I watch them grow in confidence. "

**Student Comments:** " I like being in a small school because you get lots of attention when you can't do something."

"We get to do lots of activities like T-ball and we do plays. The teachers are nice."

**Teacher Comment:** "*Celebrating our 125th anniversary this year highlighted that this is a remarkable K–6 school with a strong local history and a committed, enthusiastic school community. I can honestly say, the children seem to **love** coming into school each day.*"

## Policy requirements

### Aboriginal education

Aboriginal Education is embedded across the curriculum at Martins Creek Public School. For example in HSIE we studied Aboriginal perspectives on colonisation and the story of Captain Cook's

arrival. We regularly include indigenous stories in Literacy and digital artworks inspired by indigenous styles were created and exhibited at the Dungog Show.

Promoting understanding and respect of Aboriginal culture is a core value at our school.

In Science and Technology we used the 8 Ways pedagogy in Cooking Science and our Minibeasts topic. In addition, in Term 3 we were fortunate to attend a presentation at Blackhill P.S. on Aboriginal survival technology presented by naturalist Philip Green. This dynamic presentation gave students insight into traditional technologies used by the Aboriginal people across the varied environments of Australia such as deserts, mountains, rivers and sea shores. There were visual and tactile experiences which interested the students who were impressed by the way Aboriginal people interacted with their natural environment used only what they needed in order to sustain the animals and plants of the sea and country.

In our 125th anniversary celebration in Term 2, the Aboriginal artist who painted our mural, which was based on local fauna, came to sign his work and shared the story behind his mural with all our students.

### **Multicultural and anti-racism education**

At Martins Creek we celebrate many international cultural days and treat them from a variety of perspectives.

A major project in 2017 was our International Day participation for the Country Women's Association at Paterson. The country we studied was Nepal and students researched geography, history and culture of the Nepalese people with deep respect and interest.

In Science and Technology we studied food made from seaweed in Japanese culture. The children were very interested in how Australia is following the food trends of Japan to solve food production problems. They also learnt a few basic words of Japanese.

We have an Anti-Racism Contact Officer who promotes multi-cultural programs and handles reports of racism. There were no reports of racism at Martins Creek in 2017.