

Martins Gully Public School Annual Report



2017



2494

Introduction

The Annual Report for 2017 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 (Relieving)

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Message from the Principal

Martin's Gully Public School has a proud tradition of excellence in quality teaching and learning, sporting, social and creative arts opportunities. It is a school that provides outstanding welfare programs to support learning opportunities. There is a strong emphasis on positive, open interaction between parents, students and teachers which results in a cooperative, dynamic atmosphere within the school.

The school motto, Honour Before Honours, encompasses the vision of the school.

2017 was another exciting and productive year filled with outstanding opportunities for students at Martin's Gully Public School. Throughout the year our students were engaged in a wide range of events here at school, local community and state levels. Commitment and support by students, staff, parents and community members has been outstanding.

Our students excel in all areas both academic and socially. This cannot be achieved without the commitment and dedication of our staff.

It is with great pleasure that I commend the professional work of the teaching staff on their efforts in supporting students to gain high academic results across a range of curriculum areas. I would also like to thank our wonderful administration staff for their excellent work in our office and administration areas of our school. We truly are a team at Martin's Gully. A team who works together to provide our students with 21st century, futures based learning opportunities.

I thank our dedicated P&C committee for their support through financial donations and resources, catering and assisting with decisions within the school.

All students at Martin's Gully Public School must be congratulated on their effort and achievement. All students have worked hard throughout the year and have achieved excellence in both academic, sporting and creative areas. It is an absolute pleasure to be a part of such a supportive, caring and dynamic community.

Brad Hunt

Principal (Relieving)

Martin's Gully Public School

Message from the school community

The Martin's Gully Public School Parents and Citizens Association (P&C) is an energetic parent group which is dedicated to supporting Martin's Gully Public School's students and teachers. In 2017, our financial members increased to 18 and we saw many new faces at our meetings.

At the AGM, Chris Cherry stepped down as President. Chris held this position for an incredible 8 years. Her easy going nature allowed her to lead a very successful committee, which saw an amazing amount of money donated back to our school. As a result of Chris' dedication and enthusiasm to her role as President and her continued support, the P&C committee nominated her for P&C Federation Volunteer of the Year. Congratulations Chris on the nomination.

In 2017, our vision was communication and connection. This saw the Parent Contact Booklet return and the introduction of the Volunteer Registry. The Volunteer Registry provided an opportunity for all parents to be involved in P&C activities without having to attend meetings. The Registry was very successful, and allowed the wider school community to participate in P&C events. Everybody has a role to play. The more people involved in our P&C, the more exciting and successful it will be.

The executives have worked tirelessly to ensure our association is compliant with P&C Federation requirements, the Australian Taxation Office (ATO) and Australian Business Registry (ABR). This has been a mammoth job, and would not have been achieved without the support of the P&C Federation. The committee has drafted and approved by-laws, membership forms and a code of conduct. These will be implemented in 2018.

In 2017, our major fundraisers included our clothing pool, canteen days, mother's day and father's day stalls, our annual Christmas party, a Mega raffle which was held for the Art Trail Day and voluntary contributions.

We donated money towards bus costs for the 5/6 major excursion and paid for the bus trip to the Uralla pool for all students. We renewed the subscription for the Skoolbag App. The P&C supported all students who represented the school at state level by donating \$50 towards the cost of travel.

It has been a wonderful first year as President and I would like to take this opportunity to personally thank the P&C committee and staff, for your endless commitment and dedication in ensuring our students and school have the opportunity to receive the best possible experiences.

To the entire Martin's Gully Public School community, your contributions, (whether it's buying a lunch order, donating raffle prizes, or volunteering your time) is highly valued and appreciated and we thank you for your continued support.

Jodie Riggall

President, Martin's Gully Public School P&C

Message from the students

This year, students at Martin's Gully have experienced many different opportunities. One of the major achievements was the MGPS Art Trail and Grandparents' Day. This was a fantastic way to join with our community to share our innovative designs and creativity. We had an official opening, an art trail that displayed all of our works, plus a students', community and grandparents' art exhibition. Our P&C provided a BBQ lunch and everyone had lots of fun.

Sport was another highlight for us this year. Our annual swimming carnival was held at the town pool and a great day was had by all. Students also competed in the cross-country event and athletics carnival. There were lots of PSSA knockouts and trials with our girls' soccer team coming second in the region. Many of our students went on to represent our school at Zone and North West events in swimming, athletics, gymnastics, cross country, cricket and soccer. We had students achieving at State level in soccer, swimming, athletics and girls' cricket.

Leadership opportunities were on offer again 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. We also organise and manage lunchtime activities for K-6 and lead our weekly Assemblies. We are all members of the SRC. Leadership also played a role in our fabulous stage 3 camp that was held at Lake Ainsworth Sport and Recreation Centre. Many of our activities centred on team-building which we found to be lots of fun, as well as challenging us to problem solve and work together. One of our favourite leadership roles was being a Kindergarten buddy.

Students in Stage 3 were invited to apply for the annual e-Gats program as part of Gifted and Talented education, and the Creative Arts Camp held in Newcastle. We also had a student reach the State Premier's Spelling Bee finals in Sydney. Congratulations to our class mates who represented our school in these initiatives. Congratulations also to all of the students who participated in the ICAS tests that provide an extra opportunity to test their skills in English, mathematics, computers, spelling and writing.

The Gully Dance Crew featured at an Evening with ACOS and again at our MGPS Art Trail. We were all so proud of the students and the final performance – it was amazing. We know lots of students are looking forward to joining the dance crew next year.

UNE's Far Out Science program meant that year 6 had two opportunities to participate and work like real scientists and get involved with a range of hands-on Science, Technology, Engineering and Mathematics investigations. Year 6 learnt so much at both science days, and coupled with our science lessons at school, we're sure that we already have a lot of budding scientists in our midst.

As the year draws to a close, we are all excited about the MGPS Talent Show, the P&C Christmas Party and our end of year Pool Party.

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, 2017.

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 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. 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.

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:

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

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, who identify as having Aboriginal heritage or have integration funding, 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 by phone 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) are clearly linked 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. Year 6 students are also coached to lead peer support lessons in semester 2 of each year. 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, the code of conduct and "Keep them Safe" processes.

Curriculum and Learning

Martin's Gully Public School continued to operate classes as a staged based approach 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 used to assist students who may require extra support transitioning to high school. Teachers use the literacy and numeracy continuums to identify student success and to determine further goals. Touch panels are located in every classroom. WiFi access and up to 60 iPads are available for students to use at any one time. 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 were also involved in the biennial production "An Evening With ACOS" which was a combined Armidale Community of Schools (ACOS) major theatre production held at the University of New England in term 3.

Assessment and Reporting

The school continues to analyse internal and external data to measure student progress as per strategic direction 1 in the school plan. We have continued to use the Targeting Early Numeracy (TEN) mathematics initiative in 2017 to target students who are not meeting benchmarks. The school uses NAPLAN to outline areas of improvement. An assessment schedule has been developed for students in years K-6 and we are moving 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 to meet with their child's teacher at the end of term 1 where student progress is discussed. Written reports are issued each semester. Parents are encouraged to maintain a close relationship with their child's teacher and the school.

Student Performance Measures

The school has implemented a whole school assessment schedule to monitor student achievement and growth. Such evidence includes the use of PLAN, Literacy and Numeracy continuums, NAPLAN, writing criteria and in-class assessments.

Where to from Here?

Improved assessment procedures and moderation of assessment tasks will continue to be a priority for the school in 2018. Analysing 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. Professional learning in using the new "Progressions" (replacing the current continuums) will be evident in semester two to assess student progress.

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. This has included a full day

professional learning workshop for every teacher to meet with their supervisor and stage colleagues to plan and develop programs for the upcoming term. Teachers regularly review programs to maximise student outcomes through quality lessons and assessment. Classrooms are well resourced and maintained through the use of the Resource Allocation Model (RAM) funding.

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 using both internal and external data 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. In 2018, we will begin to use the new Literacy and Numeracy Progressions as they replace the current continuums. The school's newsletter (called the *Gulgos*) contains information on student achievement (this is available in hard copy, online and through our school app) and the Principal reports to the P&C at each meeting celebrating student success.

Collaborative Practice

Every teacher is released from class for one day per term to meet with their supervisor and stage colleagues to plan and develop units of work and programs from the following term. The day also includes a professional learning session, coordinated by the stage supervisor before designing programs. These workshops are all based on the strategic directions and milestones for each term.

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. A "professional learning teacher" was released from class for one day per week to work with teachers, in class, on embedding best practice as part of futures based learning during semester 2.

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 sessions 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. 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.

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. 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. Links exist with other surrounding schools as part of the Armidale Community of Schools (ACOS) group.

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 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 and now joins the rest of NSW Public Schools in this roll out. 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. Staff will also begin to monitor and record positive and negative behaviours using the EBS4 system from 2018 onwards. As the three year school planning process comes to an end in 2017, the school will develop and implement a new three year plan with annual milestones for each year, targeting improvement in the three areas of *Learning, Leading, Teaching*.

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 2017 the school built on the whole school approach to the effective implementation of the English syllabus. This involved extensive professional learning on implementing the English Concepts from the syllabus. Teachers in Kindergarten to Year 2 completed the implementation of the Targeted Early Numeracy(TEN) program in 2017. Whole school scope and sequences have been developed, implemented and assessments created in stage groups. The TEN program is now successfully embedded across all K–2 classrooms..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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.	\$10 000 using professional learning funds.	All teachers are using the new English syllabus effectively where units of work are written in stage teams and some assessments are moderated for semester reports. Every teacher has been provided with professional learning throughout the year to provide explicit persuasive text skills for students, linked with the science unit for each stage. Whole day professional workshops were also held to support teachers in embedding the English Concepts throughout our units of work.

Next Steps

Professional learning will be accessed on implementing the new Literacy and Numeracy Progressions as part of a whole school approach to collect and analyse student results. A "writing" style guide will also be developed for the school to be used across all classes to ensure consistency of teaching writing in all classes K–6.

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 monitor the entire approach of wellbeing at Martin's Gully PS. Rewards days were implemented for each semester in 2017 for students.

A range of assessments were created 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)	Funds Expended (Resources)	Progress achieved this year
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.	\$10 000	Teachers have worked collaboratively throughout the year to develop and trial assessments in a range of subject areas to design a whole school approach. The school has a fully functioning wellbeing framework which is linked with the NSW Department of Education's policy. New events to support this in 2017 included peer support lessons where year 6 leaders have been provided with the skills and tools to lead and deliver this initiative.

Next Steps

Continue to use the You can Do it! program to assist in supporting the wellbeing of students and staff across the whole school. An expansion of a leadership program for senior students will also be implemented to provide students with skills and knowledge in their quest to be respectful citizens for the future.

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)	Funds Expended (Resources)	Progress achieved this year
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.	Teacher Professional Learning funds \$8000 to employ extra support staff hours.	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.

Next Steps

In 2018, Martin's Gully Public School will use the EBS Central system to monitor student behaviour and create letters and certificates as part of our Bronze, Silver, Gold and Platinum award system. This will streamline the process where accurate data on student achievement and wellbeing can be accessed quickly and efficiently.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2 805	In 2017, Martin's Gully Public School students participated in a range of activities during NAIDOC Week as part of library, history and geography lessons. This is the first time the school has formally participated in NAIDOC Week celebrations. Resources were purchased to add to our bank of Aboriginal and Indigenous texts to be used across all key learning areas. This has been most evident in our English lessons.
Low level adjustment for disability	\$25 343	In 2017, there were four students at Martin's Gully Public School who were funded as part of the Department of Education's integration funding program. A team of six school learning and support officers were employed to assist students in and out of the classroom. This funding was also used to set up a successful transition for a student commencing high school next year.
Quality Teaching, Successful Students (QTSS)	\$12 697	A Professional Learning Teacher (PLT) was employed to work along side and mentor colleagues in implementing the Targeting Early Numeracy (TEN) program for students in years K–2. Further work on embedding the English Contextual Concepts for students in years K–6 was also a part of this position. The PLT was an Assistant Principal in 2017.
Socio-economic background	\$9 380	Funding for students to assist with school uniforms, excursions and other essential resources were purchased in 2017 for students. New furniture in the library was also purchased with some of this funding for all students to access (K–6) as part of our commitment to implement futures based pedagogy in our classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	83	88	86	92
Girls	87	78	75	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	2014	2015	2016	2017
K	95.2	93.9	96.3	95.4
1	95.1	91.8	94.5	93.7
2	95.4	95.3	91.4	94.4
3	95.7	95.1	93.1	95.8
4	96.3	94.6	92.9	95.7
5	94.8	94.1	93.4	94.1
6	93.5	94.2	94	93
All Years	95.2	94.2	93.6	94.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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. Parents and carers are diligent in notifying the school of absences through phone calls, letters, emails and through the "skoolbag" app.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.72
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	2.04
Other Positions	0

*Full Time Equivalent

In 2017, there were no staff members employed 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	0

Professional learning and teacher accreditation

Professional Learning 2017

Strategic direction 1: Consistent outstanding quality educational practices

In 2017 the priority for the professional learning of teachers was on the English K–10 syllabus and 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 4 full-day workshops plus professional learning scheduled for the 5 Staff Development Days across the year. The professional learning included the following learning

opportunities for all staff:

- English
 - Linking the English Concepts to teaching and learning activities;
 - Linking concepts to the MGPS K–6 Scope & Sequence Odd/Even years;
 - Writing assessment tasks based on the English concepts;
 - Assessment and moderation of English assessment tasks across stages;
 - Revisiting the Adobe Connect sessions on the English concepts; and
 - Developing an understanding of the English learning processes.
- Mathematics
 - Using open-ended questions in mathematics;
 - Understanding the Numeracy Continuum K–10 aspects of Fractions Units and Measurement;
 - Writing and moderating common assessment tasks in fractions and measurement;
 - Training of all K–2 teachers in TEN (Targeting Early Numeracy). This included 2 x full-day PL days to train staff in all modules of the TEN program and ongoing class support and resources provided to all staff who participated throughout the year through a trained facilitator on staff.

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. A Professional Learning Teacher (PLT) was established in Terms 2–4 and provided teachers (K–6) with in class, at the elbow support of the use of open ended maths questions, support in spelling, support in the use of Pobble for writing, assessment and the update of PLAN, TEN and reading groups support. This allowed for team teaching and observation of practice to occur within K–4 classrooms and helped to strengthen collaborative relationships. A collaborative relationship was also strengthened with Armidale High School, where a trained Geography teacher modelled lessons to stage three staff, targeted to address the new Geography syllabus.

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 a Professional Learning Teacher (PLT). Future directions have been made to strengthen writing at MGPS by developing a K–6 Writing Guide and further develop STEM through the Primary Connections units.

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.

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

- Code of Conduct;
- Emergency care;
- Anaphalaxis;
- 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 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	220,408
Revenue	1,751,676
Appropriation	1,714,323
Sale of Goods and Services	786
Grants and Contributions	34,073
Gain and Loss	0
Other Revenue	0
Investment Income	2,494
Expenses	-1,767,036
Recurrent Expenses	-1,767,036
Employee Related	-1,557,133
Operating Expenses	-209,902
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-15,359
Balance Carried Forward	205,049

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

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,327,867
Base Per Capita	24,605
Base Location	2,288
Other Base	1,300,974
Equity Total	83,997
Equity Aboriginal	2,805
Equity Socio economic	9,380
Equity Language	0
Equity Disability	71,812
Targeted Total	125,343
Other Total	146,320
Grand Total	1,683,527

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The school continues to demonstrate growth in the number of students who are achieving in the top two bands in Reading and Numeracy as per the Premier's Targets. Student growth from years 3 to 5 is also at

state average.

Parent/caregiver, student, teacher satisfaction

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

Their responses are presented below.

The school used the online tool *Survey Monkey* to seek the opinions of parents, carers and the wider community in 2017. As consistent with previous years, results indicated that overall, parents were happy with the school and its current programs. Comments were once again made about the high reputation of the school within the Armidale community and the caring environment the school provides for their children.

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 2017, students participated in NAIDOC Week activities in geography and history lessons.

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.

Other school programs

Sport Report

Martin's Gully students have had another highly successful year in sport, with representation at PSSA, North–West and State level in 2017.

Students participated in range of sports, including, Soccer, Touch Football, Netball, Cricket, Tennis and Gymnastics, Swimming, Rugby Union, Athletics and Cross Country. We had several students qualify for Zone teams and twelve of our students achieved State representation in team and individual sports such as swimming, athletics, soccer, cross country and gymnastics.

Martin's Gully was also well represented through the PSSA knockout competitions in Netball, Touch Football and Soccer, with the girls' soccer team making it through to the regional final in Armidale against Tamworth. The team were narrowly defeated, however displayed fabulous skills and commitment throughout the soccer knockout.

In touch football, several teams participated every Thursday in Terms 1 and 4, competing against other teams from schools around Armidale.

Martin's Gully also achieved good results in many other sporting pursuits throughout the region, including Northern Tablelands Orienteering and the Hannah Shield Swimming Carnival.

Our students also have daily PE lessons following the Martin's Gully whole school scope and sequence for PE. Teachers lead by example, encouraging students to live healthy and rewarding lives, facilitating sporting opportunities wherever appropriate. This enabled each student to fulfil their capabilities.

Creative Arts Report

Martin's Gully students were provided with a variety of opportunities to pursue their interests, talents and abilities in the Creative Arts. These included lessons, performances and displays at individual, group, class and school level. Creative Arts activities were embedded into all Key Learning Areas.

All students from Early Stage One to Stage Three participated in our inaugural Martin's Gully PS Art Trail in Term Three. "Grandparents Day" was incorporated into the event. The day was organised by the staff at Martin's Gully with a group of enthusiastic parents. The works created by the students, involved a variety of art form. Some of these included sculpture, painting, clay, and digital technology. Art prizes were offered in different categories including student, community and grandparents. The day was a huge success with hundreds of artworks on display in various classrooms, the hall, Multi–Purpose Centre and the gardens surrounding the school. Congratulations to all involved in this fabulous event.

Students entered artwork in the University of New England's 'Let's Hang it' competition with Chloe Murdock and Cody Sinclair having their artwork shortlisted to be selected for the final prize.

Three students from Years 5/6 were accepted to attend the Gifted and Talented Visual Arts Camp in Drama, Dance and Art.

Our school once again participated in the hugely successful "An Evening with ACOS". This event showcased the talents of schools from the Armidale Community of Schools. Our Year 5 and 6 Gully Dance Crew performed and students in Years 3–6 participated in the ACOS Choir and ACOS Orchestra.