

Marton Public School Annual Report



2017



4431

Introduction

The Annual Report for **2017** 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.

Mr Andrew Doyle

Principal

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School background

School vision statement

At MPS we aim to provide a quality nurturing environment that encourages excellence, creativity and team work. The students, staff and community share a common goal of commitment to successful learning for all our students in our strong, well-resourced school environment. We work collaboratively and encourage partnerships between parents, students and staff to achieve this.

Our students feel valued, secure and confident and use a growth mindset to achieve their best in the quality learning opportunities provided. We encourage all students to take learning risks and to be motivated learners who have the critical and creative thinking skills needed to adapt to our constantly changing world. Our students are cooperative, imaginative, risk takers, who show courage and resilience.

Our staff are research guided, innovative practitioners who provide quality school programs and teaching across all areas of the curriculum. Staff are committed to achieving excellence in learning, and teaching and take personal responsibility for improving their teaching practice to achieve this. The school executive also have a strong commitment to being strategic and effective leaders. In preparation for the future, science, technology, arts, engineering and mathematics (STEAM) learning experiences are embedded throughout our learning program. Our strong connection to promoting the well-being of all students is nurtured through our focus on the individual, respectful relationships and a strong anti bullying focus. We strive for our 5 values of respect, honesty, kindness, teamwork and pride.

School context

Marton 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.

The following leads on from our 2016 Annual School Report and completes the 2014 – 2017 School Plan cycle.

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 and evident in classrooms. The results from two staff surveys indicate staff have embraced the use of Embedded Formative Assessment (EFA) and are further embedding these changes into teaching practice to enhance the learning environment for students. This is important, as a core goal of the EFA project was to assist teachers to synthesise formative assessment strategies into their teaching practice. Teacher survey again indicated that 100% of staff have successfully worked with their learning partner to observe each others incorporation of

formative assessment into their teaching. Staff also set monthly EFA goals and monitored their progress towards them. All staff took EFA on wholeheartedly and these positive results will now drive the 2018 plan.

The school aimed for all members of the school community to have a clear understanding of the purpose of this initiative. EFA is included at all Meet The Teacher sessions to parents each year. Teachers report they are building their capacity and are also demonstrating deeper understanding of why the use of such strategies are important. Evidence of this is demonstrated through teacher negotiation and reflection with stage partners and collegial groups across the school using an annotation package that analyses a teacher's experience with the EFA observations. The continuation this year of the observation lessons has had a positive impact on teacher delivery of lessons. Teachers have also identified future improvements and refinements to their practice that will benefit the experiences of students. Observation of others practice in EFA has also helped teachers to develop a well synthesised understanding of the use of many EFA strategies.

Students at Marton PS 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 2017). 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 all students including those with a disability.

Synthetic Phonics (K–2) uses the explicit and systematic teaching of phonics skills and the collection of ongoing data to measure progress and guide the next instruction for students. Additional support is provided to students based on ongoing assessment data to enable them to progress.

Many of curriculum programs and teaching practices use evidence-based teaching practices such as a range of embedded formative assessment practices, growth mindset, high teacher expectations, student goal setting, critical and creative thinking and collaborative learning to effectively develop the knowledge, understanding and skills of all students. These are 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 shared and discussed at stage and staff meetings and used to refine teaching programs.

The principles of Every Student, Every School are firmly embedded in school practice through the provision of reasonable adjustments to the curriculum. Sixty three students had individual support learning plans and 3 students had personalised learning plans developed and implemented using reasonable adjustments including additional support to maximise their learning progress.

Critical & Creative Thinking

The Critical and Creative Thinking initiative is in its next 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 have also also be explored.

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

Teaching

All teachers are familiar with and have completed their performance and development plans and are using the professional standards to guide their own development. The teaching staff have focussed on building their knowledge of syllabus and programming in an agile way to support student learning and to develop and implement a variety of formative assessment activities to help teachers and students assess progress. Classroom observations were successful and allowed for multiple 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 five elements.

Professional learning was mainly focused on embedding formative assessment into teaching, School Excellence Framework, Australian Professional Standards for Teachers, and supporting learning in Literacy and Numeracy.

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 7.9 from the Tell Them From Me survey (2017).

Parents have been informed and asked for feedback on the new school plan . They have also been presented with knowledge of implementing embedded formative assessment and how it benefits both students and teachers. The super six questions have been shared with parents in school newsletters.

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 new school plan.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan 2018 – 2020, leading to further improvements in the delivery of education to our students. The school has identified new Strategic Directions for the next School Plan. This will be published after consultation from our community, staff and students in late Term 1 2018.

For more information about the School Excellence Framework:

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

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

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

Marton continued the work started on Embedded Formative Assessment (EFA) in 2016. A wide range of EFA strategies continued to be embedded successfully in classroom practice across the school. Feedback at many staff meetings showed growth in staff knowledge and feedback from students was positive.

Formative and summative data is collected and used regularly by teachers to guide instruction and to provide feedback to students and parents. Stages began to use pre and post testing to assess learning and we saw strong growth in our results across K to 6 in reading and writing. At the end of 2017 data was again collected from South Australian Spelling and the Waddington Reading assessments. Our results for students who achieved greater than their chronological age were highly impressive in both assessments. 95.8% of Kindergarten and Stage 1 students scored higher than their chronological score on the Waddington Reading and 91% were above on the South Australian Spelling assessment. Our overall results for students who achieved greater than their chronological age were again impressive in both assessments for K–Year 5. 83.% of students scored higher than their chronological score on the Waddington Reading and 84% were above on the South Australian Spelling assessment. This was an outstanding result for spelling being an increase of 8.6%.

The critical and creative team delivered many professional learning sessions where staff were challenged to implement ideas displayed and taught. The Critical and Creative Thinking Skills continuum, developed last year, continued to be implemented across stages. 100% of staff embedded some of these practices into their programming and teaching practice. The discussion was excellent both during the professional learning sessions and in stage meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers use formative assessment practices in their teaching of literacy and numeracy.	PL Sessions twice a term.	Excellent progress has been made with all teachers using formative assessment practices in their teaching. Exit slips and evaluation data shows that staff value this and are using it in their classroom. A core team will continue to work with staff in continuing with formative assessment.
100% of students progressing through the levels on the PLAN continuum.		All students showed growth on the PLAN continuum across K to 6
100% of students' participate in learning opportunities that facilitate their skills to think critically and creatively through tools such as information technologies.		Excellent progress has been made with all teachers using critical and creative thinking practices in their teaching. Exit slips and evaluation data shows that staff value this and are using it in their classroom. A core team will continue to work with staff in continuing with critical and creative thinking

Next Steps

The school will continue to focus on using formative assessment and differentiation across key learning areas. These will be continued in the school plan for the 2018 – 2020 due to the importance and relevance of these programs for students and students. Critical and creative thinking skills will continue to be an important and valued priority that is embedded into learning areas across the school. An important area for our next plan will be strategies to support the learning of students who are not regularly making a years growth in 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 PDP plans. The teaching staff agreed to again focus on building their knowledge in literacy and numeracy programs using formative assessment and critical and creative thinking skills to improve daily lessons. Assessment of learning was a priority for the school where assessments and data were analysed and students targeted for extra assistance.

Staff participated in professional learning sessions based on the ATSIL standards, in formative assessment, critical and creative thinking, iPlay, school excellence framework and leadership development through the Three Rivers Project and the Cronulla Leaders Program. 6 staff members gained a 1/2 masters degree for their leadership work in the Three Rivers project..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff to achieve their professional learning goals.		All teaching staff completed performance and development plans. the majority of staff achieved their progress goals, for some staff their goals will continue in 2018.
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 teaching standards and gained insight into quality teaching practices through the staff development sharing sessions.
100% of staff to participate in professional learning projects.	\$16,000 Teacher professional learning \$15,000 Beginning Teacher project \$8000 Three Rivers Project \$4000 for Project with CronullaPS	100% of teaching staff participated in professional learning based on the schools strategic directions, as well as their own PDP plans. Staff are part of a professional learning team linked with school priorities.

Next Steps

A strong culture of professional learning and high expectations of teachers will continue to be embedded at Marton. Professional learning plans for all staff will continue in 2018 with evidence being provided of goal achievement through observations, reflections and feedback. The school will again train leaders in the Three Rivers project and work with Anne McIntyre on developing leadership, student outcomes and staff development.

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

The goals were met clearly across the year. A well developed understanding of the SEF was evident and our work with parents improved over the year with a number of new program established to enhance communication with parents and community members. In 2018 with our understanding of the SEF the school will work again with parents around evidence. The 2018 – 2020 school plan is on track and we are developing milestones ready for the new school planning cycle.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School progression through each of the 14 elements of the framework.	Through our PL	Marton PS staff worked to evaluate the school against the SEF. Staff members worked collaboratively together to determine evidence that supported the schools judgement on the 14 elements.
Increase of parents and community members who actively engage in and support the school's educational priorities through learning opportunities.	\$2500 new website, SMS and email service. Survey Monkey communication tools.	Surveys were taken which showed a lack of engagement and communication. Communication channels including a new bell system, updated web page, email and SMS communication was added and positive feedback from staff and parents resulted in this improved communication between school and home. Improvements in attendance and payment of accounts was evident due to improved communication. Parents were asked to take part in school planning for the next school plan. The input was used in the final school planning process.

Next Steps

A new school plan will be written and the school will be evaluated against the new SEF 2. We will continue to strive for excellence with our school planning and use parent input to make this a whole community project. Communication procedures will continue to be enhanced over the coming 3 years. The investigation of social media as a communication platform for the school will be investigated, evaluated and discussed by the school community.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>Using funds from EALD to hire an extra support teacher to work with students from a non English speaking background. 30 students across the school.</p> <ul style="list-style-type: none"> English language proficiency (\$4 238.00) 	<p>Students at risk were supported by LAST teachers and SLSO's. Students were identified through NAPLAN and school based assessments. Students were supported in their learning by small group learning focusing on common areas of need for further development.</p>
Low level adjustment for disability	<p>Employment of a LAST teacher from these funds to support students across the school most at risk and not achieving in their learning.</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$27 858.00) 	<p>100% of students progressing through the levels on the PLAN continuum.</p> <p>Student results in the STAR reading program showed excellent progress.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS was support given to Exec members to mentor and support their stage team. Staff were given close to a day a week to be in classrooms or team teach. Admin and behaviour catch up was also included in this time.</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$16 000.00) 	<p>Supporting teachers in their teaching and working with feedback to improve lessons. Feedback from staff was positive that supervisors were seen supporting staff which has led to improved practice in the classroom. Staff enjoyed the deep rich educational conversations between teacher and exec staff.</p>
Socio-economic background	<p>Employment of a LAST teacher to support at risk kids across the school was the focus with this support money.</p> <ul style="list-style-type: none"> Socio-economic background (\$29 468.00) 	<p>All students at risk were supported in their learning. LAST team collected data with the goal of students having smaller gaps in their reading, spelling skills and writing. In addition numeracy was targeted for some children.</p>
Support for beginning teachers	<p>Three staff members accessed beginning teacher funds in 2017 totaling over \$15,000.</p> <ul style="list-style-type: none"> Support for beginning teachers (\$0.00) 	<p>Beginning teachers wrote a plan and were encouraged to access relevant professional learning, visit other schools and other teachers rooms. Time was given for programming and supportive feedback from grade supervisors.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	200	211	223	226
Girls	202	208	201	201

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.9	96.3	97	97.5
1	96.4	96.8	96.1	96.3
2	96.9	96.5	96.6	96.1
3	96.3	96.2	96.2	96
4	95.8	95.5	96.2	96.2
5	95.5	95.7	96.4	95.6
6	95.4	95.9	96.4	93.4
All Years	96.2	96.1	96.4	95.9
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 is monitored extremely closely by all staff. The school community are clearly communicated the importance of daily attendance and clear policies exist to support non attendance. An SMS system is in operation for all students who are away each day and letters are sent home to request an explanation of absence if required. The LST team monitors attendance and works with families where needed to improve student attendance. The HSLO visits our school once a term to audit our absence and students are followed up with phone calls or interviews if required.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	14.73
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.12
Other Positions	0

*Full Time Equivalent

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	30

Professional learning and teacher accreditation

Significant amounts of targeted, linked and evidence based professional learning and teacher accreditation was undertaken in 2017. A full cycle of the performance and development framework was implemented. Professional learning was linked to Department of Education priorities and localised needs as identified in our school plan. In addition some individual professional learning needs from individual PDPs were met by external providers. The priority areas for professional learning in 2017 were Mathematical Building Blocks, embedded formative assessment and critical and creative thinking. A significant amount of learning also occurred in areas such as the ATSIL standards, school excellence framework, iPlay and leadership development through the Three Rivers Project with Ann McIntyre and the Cronulla School Leaders Program with Steve Francis. All staff were also involved in a Community of Schools (COS) initiative aimed at developing knowledge of the Wellbeing Framework. Another COS professional learning initiative involved combined Stage Meetings where expertise was shared.

All staff have participated in the mandatory training requirements that target wellbeing and health and safety including CPR, anaphylaxis, asthma, emergency care and the Keep Them Safe child protection training.

One early career teacher successfully sought accreditation at the level of proficient and another completed the maintenance phase of their accreditation. There were 10 teachers maintaining accreditation at proficient.

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	347,247
Revenue	3,375,154
Appropriation	3,085,329
Sale of Goods and Services	2,278
Grants and Contributions	283,720
Gain and Loss	0
Other Revenue	0
Investment Income	3,827
Expenses	-3,334,462
Recurrent Expenses	-3,334,462
Employee Related	-2,817,585
Operating Expenses	-516,877
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	40,692
Balance Carried Forward	387,938

2017 was a year of transition to a new Principal. Marton has rolled over a large amount of money. However the school is holding over \$140,000 for community projects including MAC after school care and the P&C Library upgrade. Marton still have to pay for some of last years accounts leaving the opening balance at less than \$200,000 which is school and community money. This funding has been targeted with support of the P&C at projects for 2018 to support student learning inside and outside the classroom. School contributions will be cut in 2018 to support families in the community due to the good result and position the school is in currently.

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	2,754,367
Base Per Capita	64,798
Base Location	0
Other Base	2,689,568
Equity Total	114,930
Equity Aboriginal	2,578
Equity Socio economic	29,468
Equity Language	4,238
Equity Disability	78,645
Targeted Total	116,444
Other Total	34,044
Grand Total	3,019,784

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.

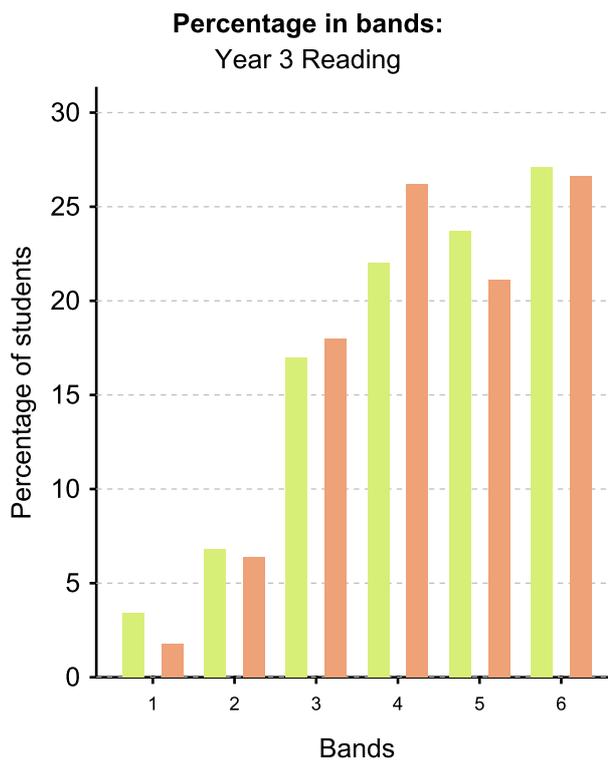
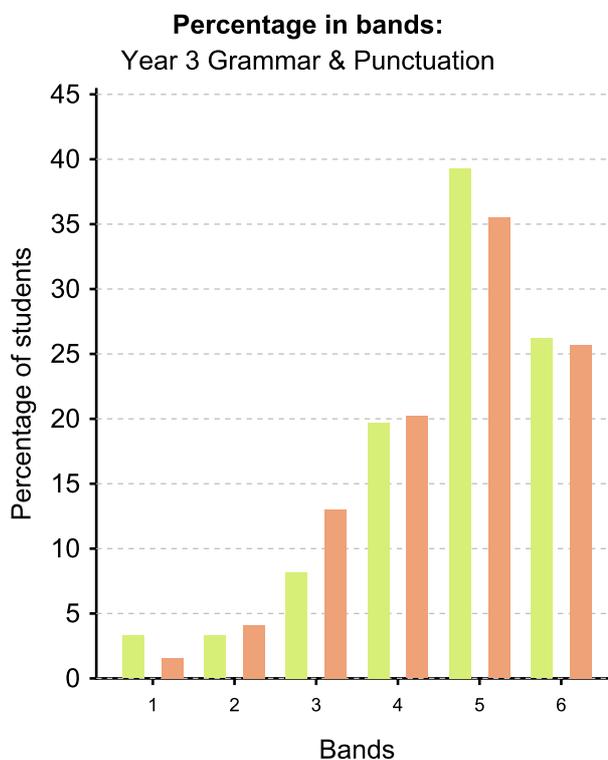
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

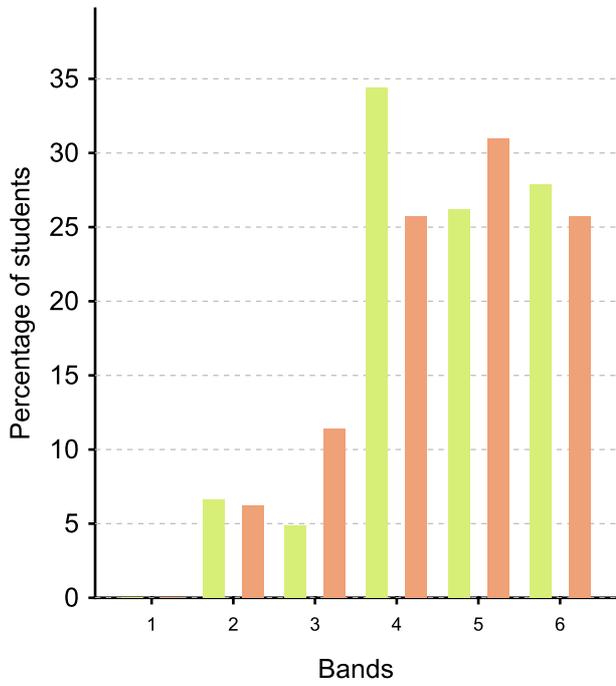
NAPLAN

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.

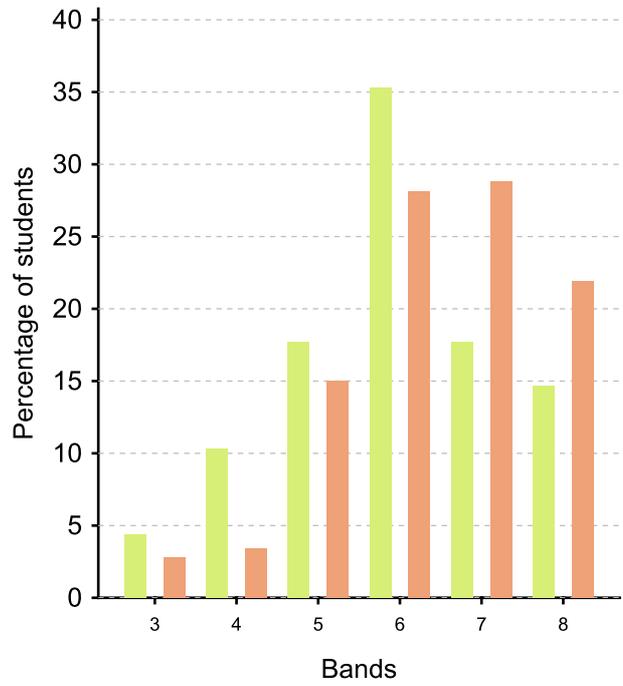
In 2017 the school has performed well across all areas of literacy. In Reading across Year 3 and 5 our school remains above state average with Year 3 growing at a fast rate compared to 2016. Writing remains strong in both year 3 and 5 with averages well above state. Our weakness in 2017 was Grammar with a slight drop in overall results. Our Literacy results remain strong compared to state and local schools averages. These results are looked at closely so improvements can be made for 2018.



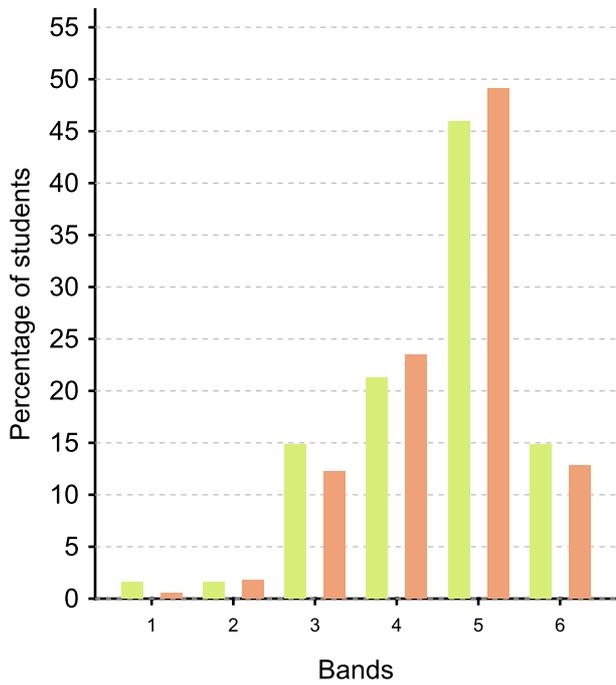
Percentage in bands:
Year 3 Spelling



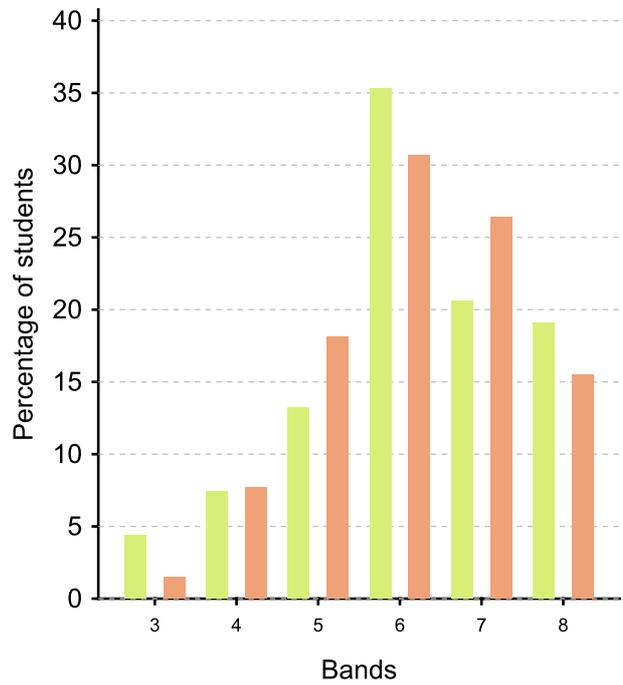
Percentage in bands:
Year 5 Grammar & Punctuation



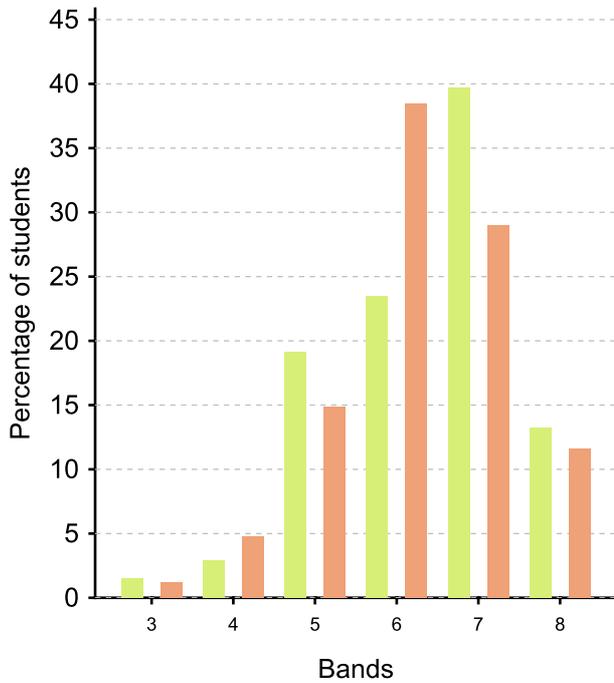
Percentage in bands:
Year 3 Writing



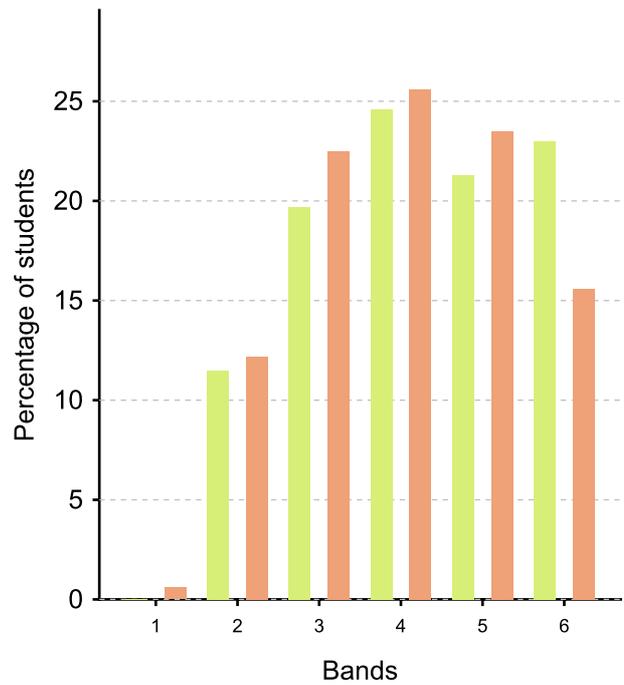
Percentage in bands:
Year 5 Reading



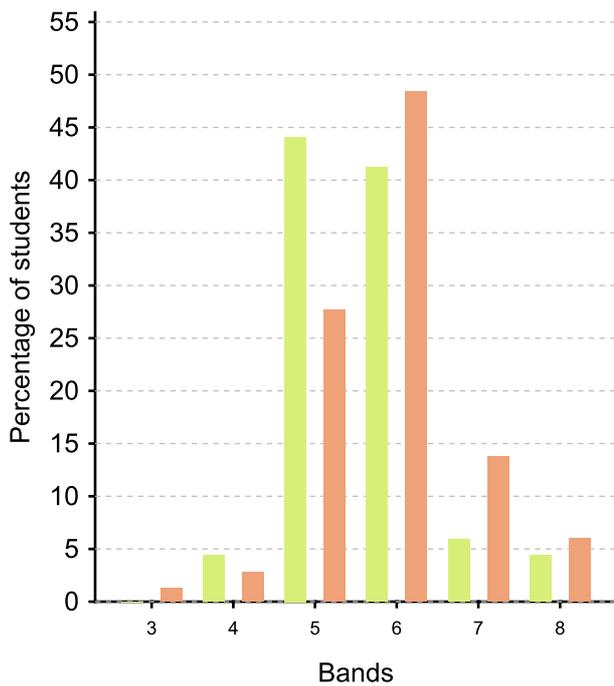
Percentage in bands:
Year 5 Spelling



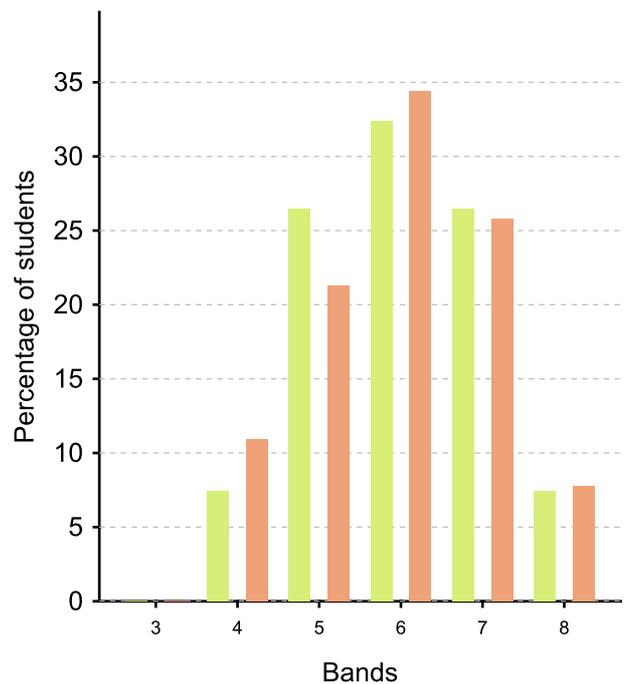
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



In 2017 the school has performed well in Numeracy with our school again above state average. A large number of students presenting in the top 3 bands across all areas of Numeracy. 70% of students achieved expected growth. Over 8% more students achieved Band 8 in Numeracy compared to 2016.

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.>

Marton Public School is working hard to improve the achievements of all students across all learning

areas. We are working towards achieving the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. We have already achieved results in Spelling and are close to achieving other premiers priorities. We had no Aboriginal students sit NAPLAN in 2017.

Parent/caregiver, student, teacher satisfaction

Each year Marton PS evaluates school programs and surveys parents, students and staff on many areas across the school. Following are the results from the 2016 Tell Them From Me Data and the school highlights.

The parents of Marton PS support the school in a wide range of areas. They felt they can easily speak to class teachers and feel welcome at our school. It was welcomed that staff reported problems to parents quickly and that they understood their child's progress. It was encouraging to see that parents believed that teachers encouraged their children at school and expectation were high all the time. Parents clearly represented that their child is informed of school rules and behaviour. Areas of development included informing parents of school events and suitable times for these events and around social and emotional development. Overall parent support for Marton is strong.

Staff were also surveyed and agreed students were provided a safe and orderly school environment, that they promote high student engagement, and collaboration on tasks. Learning intentions and written feedback to students was important to staff and high expectations are common. Areas of development were around the use of technology and its effective integration. Also that staff did not ask parents often enough for feedback on their child's work. Staff average scores across all domains was higher than the average across NSW teachers.

Years 4 to 6 students were also surveyed through Tell them From Me and it was clear that they have positive relations with staff. They felt Marton had a positive learning climate and expectation for success. Students undertook many extra curricular activities and had an expectation that they would attend University on completion of school. Students valued school outcomes and had positive relationships with peers. An areas of development was positive homework behaviours across the grades. Overall the students are happy with and enjoy coming to school and put in the effort to achieve their high expectations.

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 beliefs across all learning areas. Acknowledgement of Country is delivered at all formal school events and the National Anthem, including the Dharawal verse, is sung at 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 and a teacher participated in the Aboriginal Studies Annual Conference. All Aboriginal students have Personal Learning Plan (PLP) developed in consultation between teachers, students and parents. These plans outline the student's strengths and areas to be developed.

Multicultural and anti-racism education

Throughout the year we have actively promoted multicultural education through teaching and extracurricular activities. 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 English, history and geography. Another example was the study of Asian art where students learned about and incorporated some interesting techniques used by Asian artists in their own artwork. Each year, 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 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

Sport

2017 has been an outstanding year for sporting success at Marton. The school believes in maximising student participation in physical activity and providing opportunities to develop the values, skills and attitudes that promote happy and healthy lifestyles.

We are extremely proud of student achievement in the following areas:

- The Junior Boys and Junior Girls Oz Tag teams and the Senior Girls Gold Oz Tag team were runners up in the Engadine Zone PSSA competition.
- Students represented at State level in Rugby League, Touch, Hockey, Cross Country, Swimming, Softball and Athletics.
- Students represented at National level attending the Pacific Games in Swimming and Hockey.
- Stage 1, 2 and 3 students participated in the Intensive Learn to Swim program and achieved much improved proficiency.
- All K–6 students participated in the NSW Premier'

s Sporting Challenge. This program encouraged the students to engage in daily physical activity to promote fitness and a healthy lifestyle.

- School sport has continued to provide skill development and sporting opportunities for all students. Primary students who did not participate in PSSA were involved in a number of skill-based activities.
- In Term 4, K – 6 students took part in a safe, innovative gymnastics program in which they learnt new routines, developed their core muscles and used a range of equipment. The program was run by two professional coaches who supported students in the development of key skills through explicit lessons. The children were involved in activities which helped improve their abilities in balance, jump, trampoline, bars and core strength.
- The K–2 sports program provided the students with iPlay activities to develop skills, physical fitness and encourage a positive attitude towards participation, teamwork and fair play.

Debating

During 2017, our Year 5 and 6 debating team participated in the Premier's Debating Challenge. The students competed against Stage 3 student teams from other schools in the Sutherland Shire. Emma, Chloe, Kacy and Jack won two of their four debates. They worked collaboratively, calling on their critical and creative thinking skills to establish convincing and well-thought out arguments and rebuttals. The debate competition gave our students the opportunity to attend debating workshops and learn vital debating skills, improve their public speaking skills, learn from other schools, receive and apply constructive feedback, develop inter-school partnerships and display Marton Public School values.

ECO Warriors

Approximately one hundred and twenty of our students participate in the Eco Warrior program each Tuesday at lunch time. The emphasis of the Eco Warrior groups is to instil a sense of pride and ownership in students for their school by caring for and maintaining the school grounds. The Eco Warriors work in groups supported by dedicated parent volunteers and teachers. Each week they participate in activities such as weeding, mulching and watering our gardens, collection of paper waste for recycling and learning about aspects of sustainable living such as collecting chicken eggs, feeding chickens and vegetable gardening. This year the Eco Warriors participated in the National Plant a Tree Day. Parents, teachers and volunteers from Stewart Toyota educated students on the importance of trees, the impact deforestation is having and what students can do to ensure a sustainable future. Each student planted a tree and took ownership over the caring of their plant. Students also learnt about hybrid technology and the benefits of this technology for our environment.

Public Speaking

2017 has been a big year for Public Speaking at Marton. It has continued to be a focus through Speaking and Listening tasks across all stages, where students have presented prepared speeches on topics in the classroom on a fortnightly basis. In Term 2, all Years 1–6 students presented a persuasive speech to their class. For the first time, kinder students were invited to present a prepared speech. From these speeches, 2–4 students from each class in Early Stage 1 – Stage 3 were chosen to present at our school finals. This included giving an impromptu speech, where children were given 5 minutes preparation time. Instead of an impromptu speech, the kinder students were given a prop to speak about and were allowed 2 minutes thinking time. They then presented a speech about the prop, noting what it looked like, what it was used for, if it was a popular product etc. This year the prop was a small tub of Play Doh. One child from each stage was then chosen to represent our school Zone final. All were commended for the outstanding prepared and impromptu speeches they presented.

SRC Report

62 children represented their class in the Student Representative Council (SRC) during 2017. Students represent their class for one semester with new elections held late in Term 2 for second semester. Kindergarten participates in the SRC in the second semester only. During first semester, the SRC ran a Zooper Dooper Day raising \$238.20 with the proceeds going to the sponsorship of a Year 6 student who was participating in Shave For a Cure. The SRC representatives were allocated roles for the fundraiser so that all children from the SRC participated. Some children were responsible for setting up, cleaning up, selling Zooper Doopers and restocking supplies from the freezer. During second semester, the SRC distributed Stewart House bags and were responsible for placing the filled bags in a central place in the school. A Year 5 boy also made a presentation to the SRC regarding a charity raising money for Cambodians called Cows for Cambodia. The SRC elected to hold a fundraiser in late Term 4 selling bandanas with all funds going to Cows for Cambodia. SRC representatives from Year 6 and 5 made posters to advertise. The fundraiser was successful raising enough money to purchase one cow (\$900).

Choir

Both the Junior and Senior choirs represented our school in The Sutherland Shire Schools Music Festival. This year the choir consisted of 30 students in junior and 30 senior. During the year they performed for Senior Citizens at Marton. They also displayed their talent during Education Week and Grandfriend's Day.