

Martins Creek Public School

Annual Report



2018



2493

Introduction

The Annual Report for **2018** is provided to the community of Martins Creek 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.

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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.

Our Positive Behaviour for Learning Program promotes Respect, Resilience and Personal Best.

Students develop a sense of citizenship within a rural community as a result of learning about, caring for and enhancing our beautiful natural surrounds. They experience positive interactions 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

Our focus for school improvement in Learning for 2018 was High Expectations for All. Information on goal setting with students has been made available to parents and carers and this has increased student motivation and the quality of presentations. Another focus has been providing informative feedback and high quality models to drive and inspire progress. We will be expanding this in relation to PBL values in 2019.

Report on Teaching

Staff undertook professional development in our community of schools on Consistent Teacher Judgement, Improving Writing in Yrs 3–6 and the new Science and Technology syllabus for 2019. Technology was integrated into programs to enhance student outcomes. This included sourcing specialist teacher knowledge.

Report on Leading

Collaborative teaching and a harmonious professional learning community continue to be strengths at our school. We have a school culture of continuous improvement which flows onto the students' aspirations for themselves.

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

High Expectations of Learning for All

Purpose

In accordance with the Public Schools NSW School Excellence Framework July 2017 we aim to strengthen the whole school commitment to High Expectations for each student's learning and progress.

Overall summary of progress

This year we initiated a Positive Behaviour for Learning program for our school community, to be further embedded in 2019–2020. The process included a survey for parents/carers, staff and students on priority values they would like to see our school focus on. These were used to create our PBL values – Respect, Resilience and Personal Best. Student progress and engagement has been tracked using department PLAN software and collaborative formative assessment. This showed engagement is improving across the stages with updates on digital technologies a priority for SEN Literacy and Numeracy next year. Teaching staff undertook NESA professional development in Consistent Teacher Judgement with Dungog Public School staff and High Expectations in Writing at Maitland District Office. There has been a steady improvement in Writing motivation for target groups and students have gained confidence in evaluating their own learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students participate in challenging work in Literacy and Numeracy to accelerate progress tracked in PLAN (2018) and PLAN2 (2019–20)..	Funds – \$224	PLAN tracking was used to set challenging learning goals in Literacy and Numeracy for all students throughout the year. Students were engaged in setting these goals to encourage a culture of personal responsibility for learning. This year a steady improvement was evident in Language Conventions. In Maths, students made particular progress with the use of formal algorithms and a stronger understanding of place value.
Increase engagement of SEN students in Literacy and Numeracy lessons by 10% per semester.		Positive Behaviour for Learning was introduced this year with a focus on training and engaging our SEN students in safe, caring use of school resources and maximising learning time. 75% of SEN students responded positively and showed greater motivation for settling to tasks which improved each semester as familiarity with learning routines was established.

Next Steps

In 2019 we will be using PLAN 2 to track Literacy and Numeracy progress for all students. High quality Writing and applying accurate Spelling will continue to be a whole-school focus. Consolidating and extending Reading skills will be a target for Year 3 and Yr 5. In Numeracy, high expectations will be maintained through personalised learning and training students in effective peer talk using mathematical language. Strategies for further improving of SEN engagement will be explored through specialised professional development courses and digital technology upgrades.

Strategic Direction 2

Continuous improvement in Teaching

Purpose

To increase teachers' skills, selection and use of evidence-based pedagogies and the latest digital technologies to enrich teaching programs.

Overall summary of progress

This year we have integrated digital technologies more fluidly into our rich curriculae. A pleasing outcome has been enhanced parent/carer involvement in their child's learning. A specialist teacher has visited the school regularly to provide our students with learning opportunities in Coding and Film-Making. Accompanying modelling and discussion of success criteria whilst using the digital technologies has been a key to scaffolding higher-order thinking.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching programs show increased evidence of integrated digital technologies. Teaching and learning using 1 new application per term.	Funds for team teaching \$1200	Integrated digital technologies were used effectively in each term. This included specialist teaching in Coding and Film-Making. We received some new lap-tops which enabled students to engage in project-based learning and prepare for NAPLAN On-line.
Students demonstrate progress in Quality Teaching Coding Scale in Higher-Order Thinking. Increase by one code level per semester.		Higher Order Thinking was evident during project work using on-line research tools, scaffolded questioning and high-quality classroom discussion.

Next Steps

For 2019 our digital technology focus will be on data collection, collation and analysis with professional learning in PLAN 2 and SCOUT programs. We also plan to involve students more in assessing their own learning. We will be upgrading our i-pad suite to support all student learning and SEN Literacy and Numeracy progress.

Strategic Direction 3

Excellence in Personalised Learning

Purpose

To meet and exceed the individualised learning needs of our students.

Overall summary of progress

Strategies for Personalised Learning Programs and greater student voice in setting learning goals have supported students to achieve 5 weekly progress, as tracked in PLAN. 75% of SEN students have made steady progress towards their learning goals throughout the year. 25% of SEN student motivation has been inconsistent with less progress evident. This will be an area for improvement in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
SMART goals and student progress shared with parents/carers 5 weekly.		This year we have had greater parent involvement in student's personal learning goals through newsletter items, students e-mailing their parents/carers and our survey on Positive Behaviour for Learning. This has increased student ownership and motivation to achieve their SMART goals.
In Personalised Learning Plans 75% of students meet and embed their learning goals within 5 weeks.	Teaching Principal release for IEP meetings and Access Requests \$400. Administrative support \$200.	Strategies for Personalised Learning Programs and greater student voice in setting learning goals have supported students to achieve 5 weekly progress, as tracked in PLAN. 75% of SEN students have made steady progress towards their learning goals throughout the year. 25% of SEN student motivation has been inconsistent with less progress evident. This will be an area for improvement in 2019.

Next Steps

In 2019 we will seek more professional collaboration and networking with other SEN classroom teachers to explore and share educational strategies. Teachers will also be training in a specialist course for educating Down Syndrome students in 2019.

The SMART goals will be scaffolded with students understanding what success looks like and the steps they need to achieve to make progress.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Funds received \$853.</p> <p>ARCO training half a day teacher release. \$200.</p> <p>Aboriginal Education programs undertaken during teacher release throughout the year. \$400.</p> <p>\$400 staff wages for Murrook Cultural Centre Personal Development for teaching staff Term 3.</p>	<p>Teaching staff completed the DET Anti-Racism Contact Officer Training in collaboration with colleagues from other schools. This greatly enhanced the inclusivity of our teaching and learning for students leading up to and culminating in our celebration of Reconciliation Week.</p> <p>Teaching staff attended Murrook Cultural Centre PD in Term 3.</p>
Low level adjustment for disability	<p>Flexible funding \$1888</p> <p>Staffing \$10 411</p> <p>SLSO wages for SEN student support and integration.. SLSO wages in excess of integration funding received were financed out of flexible and staffing funds.</p> <p>\$80 per person. 5 staff members. \$400.</p>	<p>All teaching staff and SLSOs completed MAAPA Stage 1 training in Term 1 2018. This enabled us to develop a whole-school approach to managing student behaviour incidents safely and effectively, in a small-school context.</p>
Socio-economic background	<p>\$7479</p> <p>Teaching Principal's release for Learning and Support Team meetings and IEPs'.</p> <p>2 teacher release days for Writing Initiative. \$800</p> <p>Purchase of learning materials and books for students.</p>	<p>All our students have had access to enriched curriculum resources including a variety of educational excursions and valuable community experiences to increase social awareness and self-confidence.</p> <p>To support the DET priority of improvement of Writing across the stages, Teaching Principal release enabled participation in Maitland District professional learning in best practice teaching of Writing. The training was implemented this year to support student learning progress towards Literacy SMART goals and NAPLAN. Due to inability of families to contribute to resources, we provide all books and learning materials for students.</p> <p>We provide costumes, props and materials to ensure all students can participate in annual school plays and Education Week .</p>
Integration Funding	<p>\$104 865 received.</p> <p>Two SLSO wages. Annual rate \$61,252 for 203 days. Approximately \$301.73 per day. Integration funding covers 347.55 of these days.</p> <p>School funds 58.45 days from flexible funding.</p> <p>Extra SEN enrolments.</p>	<p>Our SEN students have benefitted from 1:1 SLSO support for their integration into all areas of school life including self-care, personal hygiene, continual modelling of social skills for classroom and playground, organisational skills and 1:1 support to complete learning tasks effectively.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	4	4	9	3
Girls	2	5	6	5

Student attendance profile

School				
Year	2015	2016	2017	2018
K			61.3	
1	95.4		94.6	90.1
2	97.7	98.5	97.7	98.9
3		97.8	95	
4	96.9	96.3	94.8	97.5
5		94.6	86	84.1
6	96.6		93.5	90
All Years	96.7	96.3	90.8	92.9
State DoE				
Year	2015	2016	2017	2018
K			94.4	
1	93.8		93.8	93.4
2	94	94.1	94	93.5
3		94.2	94.1	
4	94	93.9	93.9	93.4
5		93.9	93.8	93.2
6	93.5		93.3	92.5
All Years	93.9	94	93.9	93.2

Management of non-attendance

Parents/carers are telephoned by 10am if their child is not present at school. The reason for unexplained absence is requested.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

We currently have no staff identifying 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	25

Professional learning and teacher accreditation

Teaching Principal and Part-Time Teacher are maintaining Proficient Teacher Status. Both teachers have a Professional Development Plan in collaboration with their supervisor which is reviewed each semester.

Professional Development in 2018 included:

- Mandatory CPR and Anaphylaxis training at Vacy Public School. Other Mandatory training including Child Protection was completed.
- MAAPA Training Level 1 was completed by all teaching staff and two SLSOs in Term 1.
- Teaching Principal and Part-Time Teacher undertook Anti-Racism Contact Officer training through two after school sessions in Term 1 and self-paced online learning.
- Improving Writing project at Maitland District Office – 3 Teacher Release days.
- NESAC Consistent Teacher Judgement training after school at Dungog Public School.
- Implementing the new Science and Technology syllabus for 2019 – 1 teacher release day.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31

	2018 Actual (\$)
Opening Balance	81,600
Revenue	405,950
Appropriation	402,722
Sale of Goods and Services	0
Grants and Contributions	2,399
Gain and Loss	0
Other Revenue	0
Investment Income	829
Expenses	-378,666
Recurrent Expenses	-378,666
Employee Related	-363,447
Operating Expenses	-15,219
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	27,285
Balance Carried Forward	108,885

Our school's financial management processes and governance structures meet financial policy requirements and all financial decisions are linked to improving educational outcomes, health and wellbeing for our students.

In 2018 there have not been any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure).

The intended use of funds available in 2019 include:

- Contributions to assets are required in 2019.
- Supplementing integration funding for SEN students.
- Upgrade digital technologies for our students.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	269,091
Base Per Capita	2,901
Base Location	1,399
Other Base	264,792
Equity Total	20,631
Equity Aboriginal	853
Equity Socio economic	7,479
Equity Language	0
Equity Disability	12,300
Targeted Total	116,093
Other Total	2,409
Grand Total	408,225

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to small cohort of NAPLAN students, statistical reporting for Literacy is unavailable.

Due to small cohort of NAPLAN students, statistical reporting for Numeracy is unavailable.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Due to small cohort of NAPLAN students, statistical reporting for Additional State reporting requirements is unavailable.

Parent/caregiver, student, teacher satisfaction

Each year we actively seek the opinions of our parents/carers, 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, surveys, school newsletters, students e-mailing their parents/carers with work samples and at our whole-school events.

Samples of 2018 feedback:

Parent/Carer Comment:

"I am completely satisfied with the academic progress, sporting programs and wellbeing for my child."

Students Comments:

"I like craft and drama because we all get good parts. I like how the teachers are nice and equally like us all."

"I like yoga and movement because I learn new things every day."

"I love coming to school each day because I get to see all my friends and because it is a small school there are no bullies."

"I like studying a new country every year for the CWA."

Teacher Comment: "Student's motivation for their learning and support of the whole class has been very high this year, with pleasing results in academic, creative and sporting progress. The flexibility and inclusivity of our staff's collective approach remains a strength that puts children at Martins Creek first."

Policy requirements

Aboriginal education

Aboriginal Education is embedded into all programs at

Martins Creek Public School. The commemorations of the end of World War One this year enabled students and staff to gain fresh perspective on the sacrifices and contributions of Aboriginal peoples to the war effort. We also had a big focus on Reconciliation Week in Term 2 this year with students creating a poster of their next steps towards living harmoniously and with respect for Aboriginal and Torres Strait Islander people, and/or their own Aboriginal and Torres Strait Islander identity. This was displayed at the Dungog Reconciliation Week Film Screening and opened the hearts of many people who attended. PDHPE Teaching Programs explored the 8 Ways Pedagogy to reflect on personal identity and the origins of culture as a starting point. In Term 3 teaching staff attended the Staff Development Day at Murrook Cultural Centre and enjoyed a powerful, thought-provoking immersion in Worimi culture.



Multicultural and anti-racism education

This year our students undertook a project on Poland as part of the CWA International Day and presented their work at Paterson along with other participating schools. They demonstrated keen interest and enthusiasm for exploring the culture and traditions of Poland through a variety of first and second hand artefacts and sources.

In Term 4 our annual school play was "Aladdin and the Arabian Nights" which enabled students to explore the rich heritage and culture of Arabia and deepen respect for the history of this region.

Teaching Staff used resources from their Anti-Racism Contact Officer training in PDHPE programs to deepen children's understanding of what constitutes racism and by-stander racism. Questionnaires were used to access children's knowledge and understanding of the multi-cultural nature of Australia today and the impacts on daily life. Harmony day was celebrated with input from our school chaplain with our students understanding the real meaning of inclusivity.

There were no incidences of racism reported at Martins Creek Public school in 2018. Our students consistently demonstrate inclusive attitudes in their conversations, writing and choice of reading material.