

Martins Gully Public School

Annual Report



2018



2494

Introduction

The Annual Report for 2018 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

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Message from the Principal

Once again Martin's Gully Public School has continued to evolve into an outstanding environment for students to learn and grow. In 2018 our students achieved at the very highest levels in a range of academic, sporting, cultural, artistic and social opportunities.

Martin's Gully Public School is a school that is embedding 21st century learning, future focused learning opportunities and approaches for all students. We are a school that is embracing change and we are working hard to prepare our students for a world beyond school life.

I would like to acknowledge the wonderful work of each and every teacher for their commitment to professional learning and growth. They strive to provide students with the best possible educational outcomes. Every teacher has participated in systematic professional learning throughout the year, in line with our school plan and milestone processes, to further enhance our skills and knowledge.

An effective school cannot run smoothly without the support and assistance of administration staff. Thank you for your efforts in supporting our students, staff and parents in 2018.

We also thank the Parents and Citizen's (P&C) for their generous support for financial support throughout the year.

In 2018, Mrs Maureen Lauder retired and Mr Ian MacGregor accepted a transfer to another local school.. Both teachers have been long standing members of the school staff for many years and we thank them for their hard work and dedication to the students at Martin's Gully Public School for such a long time. We wish them all the very best for the future.

In 2019 the school will bring with it opportunities to again embed 21st learning and future focused approaches throughout the school. School targets in building the capacity of teachers in Literacy, Numeracy, STEMT and "curriculum mapping" will be the focus for our school next year as we continue providing the students of Martin's Gully with outstanding learning opportunities.

I look forward to once again leading such a dynamic and future focused school in 2019.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Brad Hunt

Principal

Message from the school community

In 2108, the Martin's Gully P&C continued their work as supporters and contributors. 2018 saw many new faces on the executive committee. The new Executive team of Jess Kleindienst, Lachlan Jeffers, Berdine Warne and Christie Rowbottom, worked tirelessly to ensure our 2017 vision of communication and connection was continued.

In 2018, we introduced the warmer "Stadium School" jackets to our uniform. These jackets have been very popular and offer an option of a warmer winter appropriate jacket for the cooler months.

We held 9 lunch order days. This year with the help of our very dedicated lunch order day team we were able to offer a variety of lunches, from pizzas, pies, hotdogs, a sausage sizzle and doughnuts just to name a few. A special thanks to this team. While this team is catering for lunches they often miss the opportunity to see their children participate in events such as the Athletics and Swimming Carnival. Their dedication doesn't go unnoticed and is truly appreciated by the wider school community.

We again held the Mother's Day and Father's Day Stalls. The students at Martin's Gully School love these events, and the organising committee have worked hard to ensure this event run smoothly and have it down to a fine art. The clothing pool and Easter Hamper Raffle were also successful fundraising events.

The P&C held a Movie Night in September as our major fundraising event for the year. To help cover cost of hiring of equipment and the public viewing licensing fee with Disney the P&C sold advertisement slots to local businesses. The support we received was overwhelming and we were able cover all costs involved. A huge thank you to all of the businesses that supported us. This night was a huge success and by all accounts everyone had a wonderful time.

The Annual Christmas Party was held last Friday night, thank you to everyone who volunteered their time.

This year the P&C were able to contribute by

Upgrading the sound system in the hall – **\$4400**

Purchasing new lunch furniture – **\$11 800**

Paying for all Year 6 students to attend the Grip–leadership conference

Paying pool entry for all students to the Uralla Pool for the Pool Day

Donating a Library Bag to each 2019 Kindergarten student

Replacing the fridge in the canteen. – **\$1600**

Paying for the bus for the senior excursion

Supporting all students who represented our school at state level by donating \$50 to help with travel costs.

In 2018 the P&C moved a motion to sponsor 4 awards at Presentation Day. The stage awards are called the **Ambassador Award**, and is awarded to 1 student in Stage 1, Stage 2 and Stage 3 who have represented the school on multiple occasions, upholding school community values and supporting community events. We also donated a school award, **Victor Moar Memorial Award, Honour before Honours**. This award will be award to one student each year.

In 2018, Kristy Kentwell was nominated as the Martin's Gully Public School nominee for the P&C Federation Volunteer of the Year. Kirsty Kentwell has been the clothing pool co–ordinator for 3 years and is also the Martin's Gully Representative on the Uniform committee for Armidale Secondary College. Kirsty is a valued member on the P&C, she is one of the major organisers for the Mother's Day and Father's Day Stall. Her dedication and enthusiasm are second to none. Thank you Kristy for everything you have done for the P&C. Congratulations on your nomination.

In 2019, the P&C's major fundraising event will be a colour explosion fun run which will be held in Term 1.

I would like to take this opportunity to personally thank the P&C committee for the endless commitment and dedication in ensuring the students at Martin's Gully Public School can receive the best experiences.

Lastly to the entire Martin's Gully Public School community, your contribution, whether its 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 of the P&C

Message from the students

2018: Looking back on another great year at MGPS

At Martin's Gully we are offered a broad range of experiences from music to sport, excursions and much more. Leadership opportunities were on offer again for us. Our year started with the new school captains, vice captains and sports captains presented with their badges. Year 6 then attended the GRIP leadership conference which gave us a great foundation for our Peer Support roles. We also organised and managed lunchtime activities for K-6 and led our weekly Assemblies. We were all members of the SRC and everyone in year 6 always enjoyed helping out our Kindergarten buddies.

Sport featured strongly again this year. Our annual swimming carnival was held at the town pool and this year we tried a twilight carnival. Students also competed in the cross-country event and athletics carnival. There were also lots of PSSA knockouts and trials. Many of our students also went on to represent our school at Zone and North West events in swimming, athletics, gymnastics, cross country, cricket and soccer. This term we have started our in-school House Cup where we compete against each other in our houses in kick ball, Oz tag and soccer.

Thalgarrah Environmental Education Centre featured strongly on the Martin's Gully calendar this year. Stage 3 thoroughly enjoyed our camp at Thalgarrah where Matt McKenzie taught us so many different things in so many areas – it was great! Some of our Stage 3 students also attended a two-day arts camp at Thalgarrah. The students accessed the expertise of the "Artists in Residence" where art activities included digital photography and tonal illustrations of skulls, landscape printing with glass, cartooning workshop with Australian animals, and much more. Other Stage 3 students were selected to participate in the e-GATS program, also held at Thalgarrah, where they participated in an online learning program that provided them with a range of extensive and challenging tasks across a ten week period. We were lucky to receive a visit from the Taronga Zoo Mobile organised by Matt McKenzie. Workshops were held for K-2 and 3-6 students where hands-on opportunities took place.

This year Choir and Orchestra were taught and conducted by specialist teachers from the New England Conservatorium of Music where they prepared our students for a range of performances including the Eisteddfod and New England Sings. We really appreciated the teachers sharing their expertise and knowledge of music with us.

Library lessons have included more opportunities this year. We have worked on a range of hands-on STEM activities ranging from parachute making to origami. Students have been having lots of fun with creative and critical thinking too and being able to 'think outside the square.' Our You Can Do It! Rewards Day involved a STEM activities day, where students participated in hands-on Science Technology Engineering and Maths activities.

Our community was joined by some Yazidi families from Iraq and our school has thoroughly enjoyed getting to know another culture and another language. Education Week Fun Day was an activities day we held for Education Week at Martin's Gully. All students were given the opportunity to be involved in a large range of activities organised by the school staff and members of the Armidale community. Our focus was a multicultural theme; providing opportunities for students to participate in activities to learn about different countries around the world.

This year our Book Week celebration included the Book Fair, Book Week dress-up day and Grandparents Day. We invited grandparents to help celebrate Book Week with their grandchildren in their classrooms. Some grandparents brought along their favourite picture book to share with the class and stayed to help with our art and craft activities.

We are unable to mention everything here but some of the other opportunities experienced by our school were the "Let's Hang It!" art exhibition, an out-of-uniform day for drought-stricken farmers, the Autumn Festival Parade, a Pirate Day, school discos, Discos, and the Gully Dance Crew.

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

Finally, a big thank you to our teachers and supportive staff who are always there for us. Another big thanks to our parents, the P&C and our local community for all the help they have given our school.

Year 6, Class of 2018

School background

School vision statement

At Martin's Gully Public School, we encourage all students to embrace every learning opportunity provided to them. Our ultimate goal is to prepare our students for a rapidly changing world by fostering creativity, collaboration, critical thinking and flexibility.

We believe our main purpose is LEARNING FOR ALL so that:

- all students are engaged as learners in all areas of the curriculum
- 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 Schools (ACOS), 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, tablets 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.

In the domain of Learning:

There is demonstrated commitment from teachers to provide engaging teaching and learning programs linked to the current NSW syllabuses. In 2018 all teachers embarked on "curriculum mapping" where two teachers travelled to Sydney to observe this working well in a school. Every teacher has been released from class to learn about this process and begin developing units of work based on STEM approaches and aligning these with other subject areas where possible.

The school has continued to implement a whole school wellbeing approach using the You Can Do It! program. We have embraced the NSW Department of Education's Wellbeing Framework and developed clear guidelines for its implementation. Martin's Gully Public School created and updated "Wellbeing Guidelines 2018" to replace the old welfare and discipline policy.

Personalised learning and support plans for students who are in Out of Home Care, who identify as having Aboriginal heritage, are speaking English as a Second Language or Dialect 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.

Martin's Gully Public School continued to operate classes as a staged based approach in 2018. 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. The school also developed and implemented a transition program for students in our school who may require support in adjusting to the next class/stage level. This involved students attending new classes for short periods of time in term 4. Teachers are beginning to learn about the literacy and numeracy progressions to identify student success and to determine further goals.

We have continued to use the Targeting Early Numeracy (TEN) mathematics initiative in 2018 to target students who are not meeting benchmarks. The school uses NAPLAN to outline areas of improvement, however, in 2018 our students completed the paper based version (and not the online version as some other schools did across the state) which resulted in our NAPLAN results not being as accurate as we had hoped. An assessment schedule is used for students in years K–6 and we are moving towards a whole school approach for analysing data for whole school planning. Data is used to monitor growth along with structured observation grids for in-class tasks and we are using the literacy and numeracy progressions to track student progress and then enter this data into the PLAN2 software. 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.

Where to from Here?

Improved assessment procedures and moderation of assessment tasks will continue to be a priority for the school in 2019 in line with our "curriculum mapping" Assessments will become more open ended where students are able to use creative and critical thinking, and collaborative enquiry skills, to complete tasks which cater for individual needs. Analysing data and using it to guide teaching and learning programs is imperative. Teachers will continue to learn and use the literacy and numeracy progressions to track student progress. A focus on feedback and assessment will be a focus area for 2019.

In the domain of Teaching:

All teaching staff regularly meet with their supervisors regarding their teaching and learning program and Performance and Development 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. In term 3, we began a "curriculum mapping" approach as mentioned in the "Learning" domain. Teachers regularly review programs to maximise student outcomes through quality lessons and assessment. Classrooms are well resourced and maintained through the use of the School Budget Allocation Report (SBAR) funding model.

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 began to learn and use the new Literacy and Numeracy Progressions as they replaced 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.

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 for the upcoming term. These workshops are all based on the strategic directions and milestones for each term.

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 mentoring program was also in place for beginning teachers where the school's Professional Learning Teacher provided 1:1 support for planning, programming, assessment and accreditation processes. Our Professional Learning Teacher was also released from class for one day per week to work with all teachers, in class, on embedding best practice as part of futures based learning in 2018.

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.

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. Teachers will be provided with leadership opportunities for those teachers who identify and who demonstrate leadership skills and who would like to further develop their skills in preparation for leadership positions in the future.

In the domain of Leading:

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.

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 Public School 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.

The school has encapsulated the suite of new business 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 to compliment their teaching and learning programs. Financial management is equitable and fair across all areas of the school.

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 Budget Allocation Report (SBAR) is used to strategically provide resources to all areas of the school. All finances are managed using the eFPT 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 continue to monitor and record positive and negative behaviours using the EBS4 system in 2019.

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

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

Two Assistant Principals and the Principal attended a workshop on learning about the new literacy and numeracy progressions. The groups then delivered a professional learning workshop for all teachers in providing information about how these can be used at our school.

In discussions with staff, the school has decided to slow the implementation of the progressions so teachers are able to fully understand the content, and ultimately, use them more effectively and accurately. All teachers have chosen three students they believe may be "at risk" and they are monitoring/assessing their progress against the literacy and numeracy progressions. The school did not work with a local school as planned, as both schools implemented the progressions differently.

Every student is using stimulus from "Pobble 365" each morning for creative writing. Work samples when compared from term 1 to term 4, indicate that the quality of student work is much higher than before. Dictionaries were purchased in term one so all classes have access to quality products.

Results were compared with semester one and all students were tracked according to their results. Students "at risk" have been identified and referred to the learning support team/LST teacher for further investigation.

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 will show growth in writing according to data gathered from in-school assessments.All staff engage in writing and implement improvement in their practice.All students in years 3 and 5 are achieving at or above expected growth.	Professional learning for staff \$20 000	All classes engaged in using "Pobble 365" as stimulus. Writing was assessed using NAPLAN writing criteria. Students have demonstrated growth across the school in writing according to defined criteria.

Next Steps

In Term 4, 2018, all teachers were provided with two professional learning days on a "curriculum mapping" approach where STEM based programs are integrated with other subject areas. This is being trialled in term 4 2018 with the plan for full implementation in 2019. Findings will need to be made available to support teachers in being released from class and to purchase resources to allow student to demonstrate creative and critical thinking through a collaborative approach.

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 wellbeing.

Overall summary of progress

The You Can Do It! program continues to be embedded throughout the school's wellbeing system. A parent information session was held in term 2 to outline how the school is making proactive approaches to manage wellbeing for students and staff. Our bronze, silver, gold and platinum system is well received by the community.

EBS is used to document serious behaviour incidents. These are recoded and a copy of the incident is emailed to all executive staff.

Student leadership was also expanded for senior students. Every year 6 student has the opportunity to be involved with the Student Representative Council (SRC) and in organising fund raising events for the school.

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">EBS Central allows the school to analyse whole school wellbeing data to order to identify areas of strength and need and monitor behaviour and attendance improvement across year groups.Student profiles and referrals are easily accessed for accurate information.Reduction in negative incidents in EBS.Student confidence improves in being confident, resilient, being organised, being persistent and getting along.	Professional learning for staff \$1000	EBS is currently used throughout the school to monitor student attendance and to record incidents of a serious nature. At this stage the school will not be using the system for positive behaviours, we will continue to list these in the bronze, silver, gold and platinum books.

Next Steps

The school will be investing time into creating "school values" with both students, staff and parent input. We anticipate these values will strengthen the You Can Do It! program across the school.

Strategic Direction 3

The school demonstrates innovative practice and connects with others.

Purpose

To strengthen our school culture where staff members are responsible for their own ongoing learning, strive for innovation and improvement, and who make strong connections within, and beyond, the school

Overall summary of progress

Writing was a major focus for students and staff in 2018. Every day, students were provided with tasks to develop their skills in writing with a new stimulus image each day. It is evident from the quality of writing from students that the explicit approach to teaching writing has improved their results from K–6.

Students were provided with collaborative approaches to inquiry based learning as part of futures based pedagogy. This was evident in science and maths lessons. All staff have commenced "Curriculum Mapping" where this approach is embedded across the key learning areas linked in each topic area.

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">• Programming, teaching and assessment tasks reflect the link between science, maths and English.• Improved staff ability to make links between science, maths and English syllabus requirements and this is reflective in their programming.• Improved results in writing.• Students are able to collaborate and learn independently as evidenced through improvement in learning.	\$20 000 for teacher professional learning.	In 2019, the school commenced "curriculum mapping" where teachers actively linked units and topics to outcomes from across multiple syllabus documents. The intention is to make the content more meaningful for students by linking information to real world situations, and to enable assessments to be developed to target a wider number of outcomes across multiple subject areas. Students were able to work independently as well as in group situations as part of futures based pedagogical approaches.

Next Steps

To provide students with regular, meaningful feedback from assessments throughout the year and to develop our approach to formative assessment.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal education resources \$5 414.00	Aboriginal and indigenous aspects have been embedded across the curriculum, particularly in English and History lessons. Resources were purchased to compliment the teaching and learning of indigenous aspects focusing on cultural differences and appreciation.
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability: \$87 020.00 • Low level adjustment for disability (\$9 500.00) 	The school employed four school learning support officers throughout 2018 to support those students with integration funding in small group sessions and on a 1:1 basis where possible. Funding will be significantly lower from next year as one of our students with full time funding will move to high school.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students equals 0.271 teaching allocation. • Quality Teaching, Successful Students (QTSS) (\$2 500.00) 	Teachers are implementing creative and critical thinking aspects and opportunities in their classrooms where students have the opportunity to learn and develop using the three "E's".
Socio-economic background	Socio economic background funding: \$9 428	All students were successfully supported to achieve to their potential at Martins Gully in 2018. The school accessed specialist teachers from NECOM, funded excursions (or subsidised excursions) and purchased resources for students throughout the year.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	88	86	92	89
Girls	78	75	75	77

In 2018 there were 161 students enrolled across seven classes (Kindergarten, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6). There were 5 students from Non-English Speaking Backgrounds and 0.05% who identified as Aboriginal or Torres Strait Islander.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.9	96.3	95.4	94.3
1	91.8	94.5	93.7	93.4
2	95.3	91.4	94.4	95
3	95.1	93.1	95.8	94.4
4	94.6	92.9	95.7	91.3
5	94.1	93.4	94.1	93
6	94.2	94	93	94.5
All Years	94.2	93.6	94.5	93.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.87
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	2.04

*Full Time Equivalent

In 2018, 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

Strategic direction 1: Consistent outstanding quality educational practices

In 2018 the priority for the professional learning of teachers was to develop a whole school writing guide to strengthen the teaching of Imaginative, Informative and Persuasive writing techniques. Across all classes K–6 a consistent approach to the teaching of writing was strengthened with all classes using Pobble 365, National Geographic stimulus, a proof reading & editing guide, personal dictionaries and designated writing time to meet syllabus requirements and outcomes. After analysing school based data, a focus of Writing and spelling was selected for professional learning in semester one. A whole school writing assessment was given to all students K–6, where staff then moderated work samples using the NAPLAN writing criteria guide. This allowed for consistent teacher judgements across K–6 and a more detailed look at parts of the writing requirements in NAPLAN.

Another focus in this area was the familiarisation of the

Learning Progressions and PLAN2 software.

All staff were provided with 6 full-day workshops around different target areas plus professional learning scheduled for the 5 Staff Development Days across the year. The professional learning included the following learning opportunities for all staff:

- Creating a MGPS Whole School Writing Guide with support materials and stimulus for all teachers to use within the Literacy session
- Whole School Assessment Tasks on Spelling & Writing allowing for CTJ across stages and across the school that were implemented twice a year, also allowing for data collection
- Familiarisation of all staff of the Literacy Progressions and PLAN2 (In particular Spelling), Executive staff attending PL around Progressions and PLAN2
- Identifying students at risk from the spelling tasks and using the progressions and PLAN2 to gather information on where the students currently sit and what skills they have
- Unit writing days planned for all teachers K–6 (at least one per term per staff member)

Strategic direction 2: Students succeed as learners and are recognised as responsible and respected citizens

In 2018 the priority for the professional learning of teachers was to evaluate and continue to develop a consistent and effective Wellbeing approach to all students at MGPS. This evaluation led to the purchase of the updated YCDI program and implementation of new lessons in Year groups across K–6. Embedded wellbeing structures were updated with the purchase of this program including providing updated information to parents and carers through newsletter updates as well as a parent information evening on YCDI and Bullying. Executive were able to strengthen award structures and a shared responsibility among staff was reinforced in order to implement the program successfully.

An area of need identified in this area was the increase in support needed for teachers, students and families of Autism Spectrum Disorder (ASD) students. An opportunity arose for staff to participate in PL around Autism and ASD in Term 3. This PL has resulted in further staff competing training, purchasing of resources to support teachers and student with ASD in the classroom and Library as well as structures put in place (such as transition and enrolment processes) to help with the support of ASD families.

Strategic direction 3: Staff leading innovative practice and connecting with others

In 2018 the priority for the professional learning of teachers was to strengthen the knowledge and understanding of Primary Connections: Science & Technology units, linked to creating a deeper understanding of the inquiry learning process, integrating learning across KLA's and the 5 Es. The 5 E's is an instructional model based on the constructivist approach to learning, which says that learners build or construct new ideas on top of their old ideas. Each of the 5 E's describes a phase of learning, and each

phase begins with the letter "E": Engage, Explore, Explain, Elaborate, and Evaluate. This process enabled staff to better understand the links between KLAs underpinned by inquiry and collaborative learning processes and led to a whole school initiative around using Curriculum Mapping to write units of work inclusive of collaborative approaches to teaching & learning as well as future based pedagogical approach such as collaborative approaches and inquiry based skills. Curriculum Mapping has taken on a priority focus for further directions into 2019 and became the focus of PL in Term 3 and 4. Curriculum Mapping has allowed for;

- Modifying English Scope & Sequences to reflect the Curriculum Mapping Integrated units
- Integrating STEM which is now Design & Production and Digital Technologies from the new S&T syllabus
- Integrating Creative and Critical Thinking (CCT) activities into mapped units
- Purchasing of new resources to support gaps in the new Syllabus to current PC units
- Unit Writing days to plan, program and deepen staff knowledge around futures based learning approaches and new syllabus documents
- In addition, Monday afternoon professional learning workshops provided more time to collaborate in Stage teams to write units of work underpinned by transdisciplinary learning and to look at the benefits of collaborative affect through curriculum mapping

PL across 2018 resulted in an updated scope and sequence reflective of the Curriculum Mapping and new Science & Technology requirements, new integrated units of work linked to the English concepts, Design & Production, Digital Technologies and Creative and Critical Thinking; trial whole school assessment tasks linked to the NAPLAN marking criteria and parts of the progressions, structures for data collection, structures to support ASD and improved Wellbeing approaches.

As a result of the professional learning, MGPS now has an innovative approach to learning to focus on in 2019. This includes CM, Assessment & Feedback and continued focus on whole school approaches.

In addition, teachers' learning has been enhanced by the continuation of a PLT. The Professional Learning Teacher (PLT) provided teachers with in class, at the elbow support of TEN strategies (Stage One), Literacy Progressions and PLAN2 familiarisation (K–6), Curriculum Mapping initiatives, programming, assessment strategies, writing units of work, unpacking all syllabus documents as well as a detailed focus on the new Science & Technology syllabus, CCT and behavior management techniques.

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

- CPR
- Anaphalaxis and Asthma

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	205,049
Revenue	1,857,508
Appropriation	1,821,070
Sale of Goods and Services	-2,062
Grants and Contributions	35,919
Gain and Loss	0
Other Revenue	0
Investment Income	2,581
Expenses	-1,780,383
Recurrent Expenses	-1,780,383
Employee Related	-1,613,811
Operating Expenses	-166,572
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	77,126
Balance Carried Forward	282,175

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

The school has allocated funds to purchase adequate resources to support all programs and events in the 2018 calendar year. EALD funds were used to support refugee students who enrolled at Martin's Gully from term 2 onwards. An EALD teacher was employed through the New Arrivals Program (NAP) for 0.6 (3 days per week).

A substantial amount of money was spent upgrading furniture for students in the library and new kindergarten room. More furniture will be purchased for the rest of the school in 2019.

The school allocated more funds to support professional learning for staff in 2018 to upskill teachers in embedding modern teaching approaches.

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	1,379,871
Base Per Capita	32,293
Base Location	2,059
Other Base	1,345,519
Equity Total	101,862
Equity Aboriginal	5,414
Equity Socio economic	9,428
Equity Language	0
Equity Disability	87,020
Targeted Total	86,401
Other Total	166,618
Grand Total	1,734,752

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.

The school continues to demonstrate growth in the number of students who are achieving in the top two bands in Reading as per the Premier's Targets. Student growth from years 3 to 5 is also at state average. Student growth from year 3 to 5 was well above the 50% range in all areas.

The school continues to demonstrate growth in the number of students who are achieving in the top two bands in Numeracy as per the Premier's Targets. Student growth from years 3 to 5 is also at state average. Student growth from year 3 to 5 was well above the 50% range in all areas.

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. Student growth from year 3 to 5 was well above the 50% range in all areas.

Parent/caregiver, student, teacher satisfaction

In 2018, the school surveyed all students from Kindergarten to Year 6 students about various aspects of the school. Results indicated that an overwhelming number of students were happy with the school. They indicated that they felt safe and challenged at school. The majority of students also indicated that issues are dealt quickly and effectively and that teachers cared about them.

The school also used the online tool *Survey Monkey* to seek the opinions of parents in 2018 about the current newsletter format and the contents of each week's edition. Parents were very happy with the contents of each newsletter. Many parents indicated that they would like to move to an online version that is mobile/tablet friendly. Nearly 50% of parents indicated that they also would like to receive a paper version each week, however, an overwhelming number of respondents (72%) indicated that they prefer to read the newsletter online. The school will be investigating moving the newsletter to a more mobile/tablet friendly platform in 2019.

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 2018, 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. In 2018, the school enrolled five students who speak English as a second language. These students received 1:1 support from the EALD teacher.