

# Martins Creek Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

Martins Creek Public School

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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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

External Validation process in 2019 was a system for self-evaluation. Our results were favourably received by the panel. As a school we excelled in Wellbeing and Inclusivity. We are working on more stream-lined Data Collection for Assessment and Reporting.

## 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.

#### Improvement Measures

Evaluation processes reflect an increased commitment to High Expectations in the whole school community.

Increase engagement of students with Special Educational Needs (SEN) in Literacy and Numeracy lessons as evidenced by on-task behaviour.

#### Progress towards achieving improvement measures

**Process 1:** Share and engage school community in our High Expectations culture.

Evaluation	Funds Expended (Resources)
<p>Newsletters have informed parents of academic achievements and expectations during 2019. As a result there has been positive feedback to the school staff resulting in increased student engagement.</p> <p>The PBL (Positive Behaviour for Learning) program has encouraged students to achieve their Personal Best. The monthly PBL focus has been shared with parents and carers in newsletters resulting in a positive consistent approach to positive values.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$400.00)</li></ul>

#### Next Steps

The continuation of the PBL (Positive Behaviour for Learning) program in order to embed shared positive values and behaviour. This will have a positive impact student learning.

Newsletter items on academic achievements and expectations will continue in order for the parents and carers to have more insight into their children's learning. This will continue to support increased self esteem and engagement of students.

## Strategic Direction 2

### Continuous improvement in Teaching

#### Purpose

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

#### Improvement Measures

Teaching programs show increased evidence of integrated digital technologies. Teaching and learning using 1 new digital program, application or tool per term.

Students demonstrate progress in Quality Teaching Coding Scale in Higher-Order Thinking. Increase by one code level per semester.

#### Progress towards achieving improvement measures

**Process 1:** Research, select, apply and embed evidence-based pedagogies and digital technologies.

Evaluation	Funds Expended (Resources)
<p>PLAN 2 has been implemented to inform reporting to parents and the development of Personalised Learning Plans.</p> <p>Six iPads were purchased improving student's abilities to utilise digital technologies to enhance their learning outcomes. Students emailed their news and literacy goals to parents weekly with increased involvement and interest of parents. The purchase of a new interactive white board has opened further opportunities for interactive learning and improved engagement of all students.</p>	<p>\$10, 938 total expenditure on Specialist Digital Technology Teacher for the year.</p>

#### Next Steps

Professional Learning to further build capacity in using SCOUT data.

Further integration of technology into learning and research resulting in the acquisition of relevant facts for STEM.

Students to become familiar with the use of Google applications in order to enhance their learning and increase engagement.

### Strategic Direction 3

#### Excellence in Personalised Learning

#### Purpose

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

#### Improvement Measures

Students can articulate their learning goals at 5 weekly intervals and identify useful strategies to achieve them.

SMART goals and student progress shared with parents/carers 5 weekly.

#### Progress towards achieving improvement measures

**Process 1:** Apply professional learning on personalised learning to enhance student learning across the curriculum.

Evaluation	Funds Expended (Resources)
<p>Classroom teacher and School Learning and Support Officers completed online professional learning on positive behaviour. The strategies learned throughout the course had a pleasing effect on planning for positive behaviour and management for all students.</p> <p>All students created literacy goals which they shared with their parents and carers. Parents and carers replied with constructive comments which contributed to improved student learning.</p> <p>Personalised Learning Plans were created and updated regularly with input from parents, carers and health professionals. This promoted a consistent and shared approach. across the school.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$900.00)</li></ul>

#### Next Steps

Teaching Principal to engage with High Potential and Gifted Education Policy and review classroom learning and teaching programs to reflect the policy and meet the learning needs of students.

Staff complete additional courses through online professional learning in supporting students with special educational needs.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	<p>Teacher Release for IEP meetings.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$1 200.00)</li> </ul>	<p>Participation in the online professional learning on behaviour management resulted in deeper understanding of the processing of information by students with special educational needs.</p> <p>Regular Individual Education Program (IEP) meetings with input from health professionals resulted in the setting and monitoring of on-going learning goals and modifications which facilitated progress for the students both in curriculum and wellbeing.</p>
<b>Socio-economic background</b>	<p>\$6000 SLSO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$6 000.00)</li> </ul>	<p>All students were able to access the curriculum equally through the equitable purchase and use of resources such as individual ipads.</p> <p>Wellbeing programs such as Bounce Back were implemented by teachers with feedback and discussion on student wellbeing between all members of staff.</p> <p>Parents and carers were regularly involved in meetings, surveys and communication through newsletters and student reports, resulting in a cooperative and positive approach to student wellbeing.</p> <p>Every student participated in the annual school drama production with costumes made and provided by the school community. This resulted in an increase in self-esteem by all students.</p>
<b>Integration Funding</b>	<p>SLSO release for online professional learning.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$600.00)</li> </ul>	<p>Together SLSOs and the classroom teacher, plans and works regularly with health professionals in order to provide the most effective individual learning programs. Students progress on their own continuum of learning and social skills whilst being well supported both in the classroom and the playground.</p> <p>In Term 2, we participated in External Validation and an area of strength across the schools was Wellbeing. Our learning programs excelled in differentiation and meeting the needs of all students.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	4	9	3	4
Girls	5	6	5	5

### Student attendance profile

School				
Year	2016	2017	2018	2019
K		61.3		74.7
1		94.6	90.1	
2	98.5	97.7	98.9	92.2
3	97.8	95		91.6
4	96.3	94.8	97.5	91
5	94.6	86	84.1	91.8
6		93.5	90	92.3
All Years	96.3	90.8	92.9	90
State DoE				
Year	2016	2017	2018	2019
K		94.4		93.1
1		93.8	93.4	
2	94.1	94	93.5	93
3	94.2	94.1		93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6		93.3	92.5	92.1
All Years	94	93.9	93.2	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	108,885
<b>Revenue</b>	440,873
Appropriation	436,470
Grants and contributions	3,685
Investment income	718
<b>Expenses</b>	-401,371
Employee related	-371,611
Operating expenses	-29,759
<b>Surplus / deficit for the year</b>	39,502

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	107,475
<b>Equity Total</b>	21,956
Equity - Aboriginal	0
Equity - Socio-economic	8,644
Equity - Language	0
Equity - Disability	13,312
<b>Base Total</b>	291,278
Base - Per Capita	1,877
Base - Location	1,259
Base - Other	288,142
<b>Other Total</b>	4,536
<b>Grand Total</b>	425,245

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.

### Literacy

Due to small cohort, statistical analysis of NAPLAN results not available.

### Numeracy

Due to small cohort, statistical analysis of NAPLAN results not available.

## Parent/caregiver, student, teacher satisfaction

Throughout the year Martins Creek Public School seeks feedback from Parents, Carers and the Community. this is done by the use of surveys, Facebook and comments.

**Parent/Carer:** At Martins Creek your children aren't just part of a school but part of a family. All the children look after one another. The staff are all amazing and caring. My 3 children have all attended Martins Creek and when times have been tough the Martins Creek family have supported us. My children have been given opportunities they would never have had at larger schools where they'd be just another student. My family and I support Martins Creek and all involved. Lovely caring little school.

**Student:** MCPS is a great place to learn and develop knowledge and skills, In particular, the sports we got each term, which was very helpful with fitness, personal development and health. The students get lots of attention from the teachers so they can get ahead. The science experiments were both fun and great for learning new experiences. My spelling improved greatly with the weekly tests. I loved my time at Martins Creek Public School.

**Teacher:** A rich curriculum was once again presented for all students at our school with adjustments that enabled full participation for all. The External Validation process highlighted our self–assessment practices are accurate and Wellbeing is a strength of the school.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education was included across all subjects each term. Examples are Aboriginal Astronomy stories in Science and Technology, Aboriginal games in PDHPE and Aboriginal perspectives during European settlement in History.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Within our PBL programs cultural sensitivity was explored through literature and art. Our students consistently demonstrate interest and respect for cultures other than their own and are exposed to a range of cultural information such as Music, investigating artefacts and discussion-based workshops with visiting community members.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Through the study of Aboriginal perspectives and countries other than Australia students gained insight into and respect for multiculturalism.