

# Martins Gully Public School

## 2019 Annual Report



2494

## Introduction

The Annual Report for 2019 is provided to the community of Martins 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.

### School contact details

Martins Gully Public School

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## 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

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 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.

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/school-excellence>

## 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.

### Improvement Measures

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.

### Progress towards achieving improvement measures

**Process 1:** Staff will strengthen and build on a whole school approach to feedback, assessment in English and mathematics.

Evaluation	Funds Expended (Resources)
<p>All staff included "feedback" within a PDP observation in Semester 2. The observing teacher commented positively on the use of feedback in the individual lessons. A whole school K–6 writing assessment task was completed in Term 3. Students were benchmarked against the NAPLAN writing criteria for spelling vocab and punctuation. Staff analysed the data to look at strengths and areas for development.</p> <p>In Term 4, a second whole school writing assessment task was undertaken. Stage teachers worked together to assess student writing tasks, increasing the consistency of marking. Data was used to track progress.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$9500.00)</li></ul>

**Process 2:** Staff will engage in research – based pedagogical practice around the use of evidence and data, to measure or assess student growth in teaching and learning sequences.

Evaluation	Funds Expended (Resources)
<p>In Term 2, two staff members attended Quality Teaching Rounds (QTR) professional learning conducted by the University of Newcastle. The Stage 2 teachers and students were then involved in research conducted by the University of Newcastle. This involved lesson observation by the researchers and students participating in PAT testing.</p> <p>The QTR training was later offered to all staff. Staff have developed skills on feedback when observing a colleague teaching.</p> <p>The Professional Learning Leader worked with the beginning teachers on using SENAs 1–4 to upskill them on maths strategies and how to collect data on student achievement and progress. Refresher training for all other classroom teachers occurred in Term 1. All teachers have benchmarked students against SENA. This data is mapped against all students in the school and is used for future planning and teaching.</p> <p>Team teaching by the LaST has strengthened the understanding of teaching numeracy skills. Staff have been observed using the strategies in lessons.</p>	<p>Professional Learning and Beginning Teacher Funds</p>

## 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.

### Improvement Measures

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.

Student confidence improves in being confident, resilient, being organised, being persistent and getting along.

### Progress towards achieving improvement measures

**Process 1:** The whole school community actively supports student wellbeing.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Focus in 2019 was on implementing the new You Can Do It (YCDI) lessons. YCDI is a program designed to strengthen the personal, social and performance capabilities of students. All students have participated in weekly lessons on the program and the schools positive rewards program is based on the YCDI values. Students strive to achieve their Bronze, Silver, Gold and Bronze awards throughout the year.</p> <p>In 2019 the school gained access to the parent online portal for YCDI. Parents are now able to access resources at home to support the program outside of the school. Students, teachers and community members have a shared understanding of the You Can Do It! program and rewards system.</p> <p>To support students with autism, staff in Early Stage 1 and Stage 1 have also implemented the Zones of Regulation Program. This program, along with YCDI is having a positive impact on students' wellbeing throughout the school. The students are regularly using the language to explain how they feel, and what they can do to improve their levels of wellbeing and success.</p> <p>Student leaders have regular formal contact with executive staff to discuss school related matters and explicit leadership skills are discussed and modelled. Leaders report to and back from student representative council meetings to the Principal.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$4500.00)</li></ul>

**Process 2:** Students will engage in feedback opportunities to facilitate self directed learning.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Teachers participated in professional learning that looked at feedback strategies that can be used across the curriculum, with an emphasis on feedback on student writing. Teachers use a range of feedback strategies to meet the needs of the students and the particular lesson. Students are also involved in providing feedback on not only their work, but also the work of other students in the classroom. Students are starting to take greater ownership of their learning through this process.</p>	<p>Professional Learning and Beginning Teacher funds</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• (\$0.00)</li></ul>

### 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

### Improvement Measures

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.

Students are able to collaborate and learn independently as evidenced through improvement in learning.

### Progress towards achieving improvement measures

**Process 1:** Staff work collaboratively to design inquiry based units of work.

Evaluation	Funds Expended (Resources)
<p>In 2019 one of the priorities for professional learning of teachers was to continue to map inquiry based integrated units of work incorporating Science, Geography, History and any other relevant KLA's to the topics we had been covering over a 2-year scope and sequence based on the Primary Connections units. In the introduction of the new Science syllabus we were tracking outcomes to ensure previous units of work covered all new Science &amp; technology outcomes and found that they were not. Due to this we started to plan and write our own inquiry-based units of work to ensure we were including new syllabus outcomes such as Digital Technologies, Design &amp; Production and other key concepts and outcomes.</p> <p>All staff were provided with 3 full-day workshops (one each term 1-3) plus professional learning scheduled over some of the Staff Development Days across the year and staff meetings times; to ensure we had time to plan and write quality teaching and learning activities that included 21st century, future focused learning opportunities and evidence-based practice. The professional learning included the following learning opportunities for all staff:</p> <ul style="list-style-type: none"><li>• 3 days per staff to collaborate with their stage partner and write inquiry-based units of work each term. Time to map outcomes, evaluate units to see what outcomes needed to be covered or continue to be addressed and time to evaluate units;</li><li>• PL around giving quality feedback and providing differentiated assessment opportunities to ensure these opportunities were written into the mapped units;</li><li>• Staff feedback opportunities on what was working, what was working well, where we needed to go next; Time to look and explore MAPPEN and prepare for 2020.</li></ul> <p>As a result of the professional learning, MGPS had developed a yearly scope and sequence with quality integrated inquiry-based units mapped across a range of curriculums: History, Geography, Science &amp; technology and any other KLAs where possible that included 21st century, future focused learning opportunities and evidence-based practice.</p> <p>At the end of term 3 Executive were shown an online integrated mapping website called Mappen and it was decided to trial the units in to 2020. We spent Term 4 familiarising ourselves with the website and gathering resources ready to start 2020 using the units. Term 4 PL days were all</p>	

## Progress towards achieving improvement measures

around staff having the time to prepare for 2020.

**Process 2:** Play based learning is implemented in all classes K–2.

Evaluation	Funds Expended (Resources)
<p>K–2 continued to provide play–based learning (PBL) opportunities within the weekly timetable. This facilitated inquiry–based learning at the infant's level, strengthening and supporting the development of positive relationships and social interactions and foster positive communication between students.</p> <p>K–2 staff planned this in stage meeting time and PL was delivered around the benefits of PBL at the school level. Maintaining a connection from pre school to school was also a priority. In 2018 our school was involved in the writing of a school readiness booklet that connected with what skills children are coming with from home and pre school. This supported our decision to incorporate PBL into our K–2 teaching and learning priorities.</p> <p>Play–based topic boxes were developed that included play and inquiry opportunities as well as the ability to encourage writing in context. Any opportunity where writing could be integrated into the learning was encouraged to show real life experiences and how writing fits into real word contexts though play. Observations using the progressions 'interacting' sub element as well as KLA's outcomes were used to gather data and information on how the students interact with each other and with the stations. It aligned it with curriculum requirements. A parent workshop was delivered to those parents of Stage One students to inform them of how the classroom structures were running and why. This was well received and PBL was a part of that workshop.</p> <p>A Stage One staff member attended the Early Years: Nature Play Conference held at Thalgarrah to support what they were doing with PBL in the classroom, moving to a more investigation focus linked to concepts coming from the mapped units. Students interacted very positively with this concept and it continued for the remainder of the year and will continue to be a priority into 2020.</p> <p>With a change of staff for 2020, PL will be revisited within Stage time and MGPS hope to continue this initiative across K–2. A focus of Nature Play will also be developed into these T&amp;L opportunities.</p>	



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$9 464.00)	Students received additional support from a School Learning Support Officer to improve outcomes in literacy and numeracy.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$28 413.00)	SLSO employed three days a week to support literacy and numeracy programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$30 518.00)	Each AP was given additional release. Time was used for PDP observations and individual feedback. Time also used to develop PL on QTR and Writing Feedback.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$11 324.00)	Funding used to employ LaST for an additional 0.1. This time was used to implement a speech and OT program for students in K-2
<b>Support for beginning teachers</b>	<b>Funding Sources:</b> • Support for beginning teachers (\$14 300.00)	Funding used to release Beginning Teacher and Supervisor at the same time. This allowed them to work together on developing skills in programming, teaching, behaviour management and assessment.
<b>Targeted student support for refugees and new arrivals</b>	<b>Funding Sources:</b> • Targeted student support for refugees and new arrivals (\$34 250.00)	Funding was used to employ teacher to support five students both in the classroom and through withdrawal to improve their literacy and numeracy skills. A School Learning Support Officer was employed to work with the students and support communication between the school and the families.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	86	92	89	89
Girls	75	75	77	76

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.3	95.4	94.3	95
1	94.5	93.7	93.4	94
2	91.4	94.4	95	95.2
3	93.1	95.8	94.4	93.8
4	92.9	95.7	91.3	95
5	93.4	94.1	93	94.1
6	94	93	94.5	91.8
All Years	93.6	94.5	93.7	94.1
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	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
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

## 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 Actual (\$)
<b>Opening Balance</b>	282,175
<b>Revenue</b>	1,920,287
Appropriation	1,864,622
Sale of Goods and Services	-330
Grants and contributions	53,816
Investment income	2,179
<b>Expenses</b>	-1,923,929
Employee related	-1,690,773
Operating expenses	-233,156
<b>Surplus / deficit for the year</b>	-3,642

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>	35,041
<b>Equity Total</b>	118,968
Equity - Aboriginal	9,598
Equity - Socio-economic	9,847
Equity - Language	7,610
Equity - Disability	91,914
<b>Base Total</b>	1,380,675
Base - Per Capita	38,950
Base - Location	1,853
Base - Other	1,339,872
<b>Other Total</b>	216,799
<b>Grand Total</b>	1,751,483

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](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

In 2019 parents and students in Years 4 to 6 were invited to participate in the Tell Them From Me Survey. Fifty-nine students and twenty-five parents completed the on-line survey in October. Some results from the survey can be seen below.

### Two-way Communication with Parents

#### Parents feel welcome

School Mean (NSW Govt Norm)	7.6 (7.4)
I feel welcome when I visit the school.	8.1
I can easily speak with my child's teachers.	7.4
I am well informed about school activities.	7.4
Teachers listen to concerns I have.	7.3
I can easily speak with the school principal.	7.8
Written information from the school is in clear, plain language.	8.0
Parent activities are scheduled at times when I can attend.	5.8
The school's administrative staff are helpful when I have a question or problem.	9.2

### Two-way Communication with Parents

#### Parents are informed

School Mean (NSW Govt Norm)	5.7 (6.6)
Reports on my child's progress are written in terms I understand.	7.2
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	6.6
I am informed about my child's behaviour at school, whether positive or negative.	5.4
The teachers would inform me if my child were not making adequate progress in school subjects.	5.0
I am well informed about my child's progress in school subjects.	4.8
I am informed about opportunities concerning my child's future.	5.4
I am informed about my child's social and emotional development.	5.7

### School Supports Learning

#### School supports learning

School Mean (NSW Govt Norm)	6.5 (7.3)
Teachers have high expectations for my child to succeed.	6.6
Teachers show an interest in my child's learning.	7.4
My child is encouraged to do his or her best work.	7.3
Teachers take account of my child's needs, abilities, and interests.	6.0
Teachers expect homework to be done on time.	5.3
Teachers expect my child to work hard.	6.5

### School Supports Child's Behaviour

#### Inclusive school

School Mean (NSW Govt Norm)	6.4 (6.7)
Teachers help students who need extra support.	6.5
School staff create opportunities for students who are learning at a slower pace.	5.8
Teachers try to understand the learning needs of students with special needs.	6.6
School staff take an active role in making sure all students are included in school activities.	6.9
Teachers help students develop positive friendships.	6.0

### Social-Emotional Outcomes

#### Skills-challenge

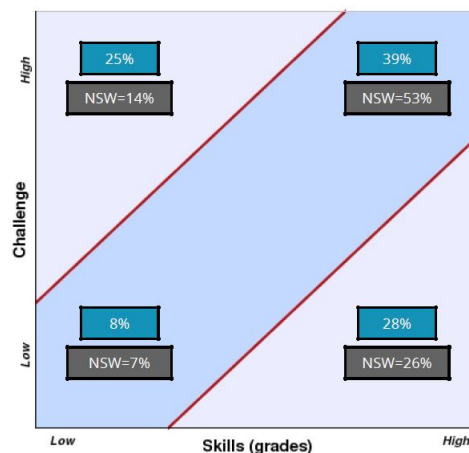
Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

39% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.

28% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.

25% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.

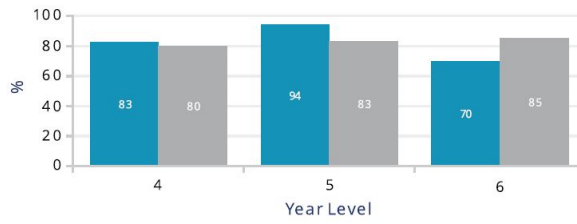
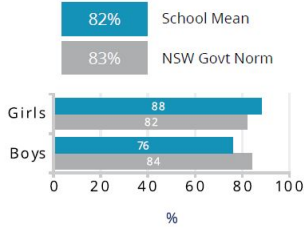
8% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.



## Social-Emotional Outcomes

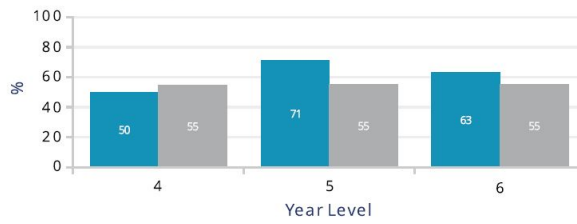
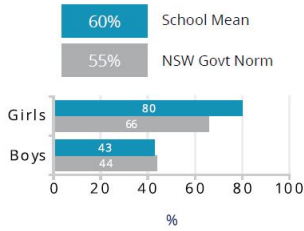
### Student participation in school sports

Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class.



### Student participation in extracurricular activities

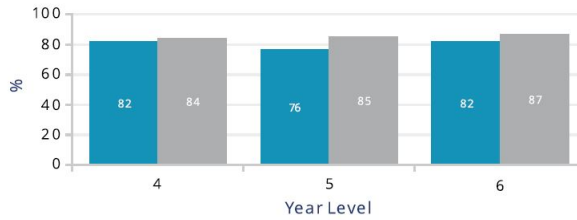
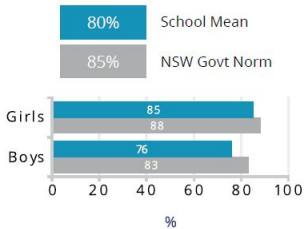
Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.



## Social-Emotional Outcomes

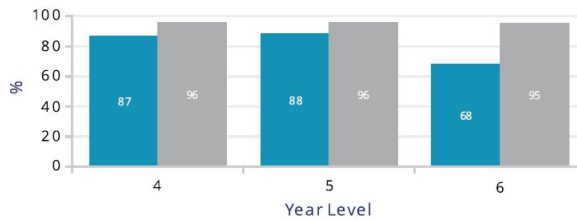
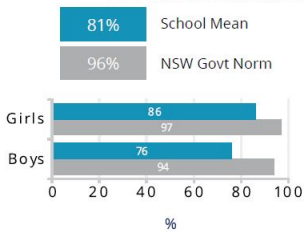
### Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.



### Students that value schooling outcomes

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.





## 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.

### 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.

### 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.