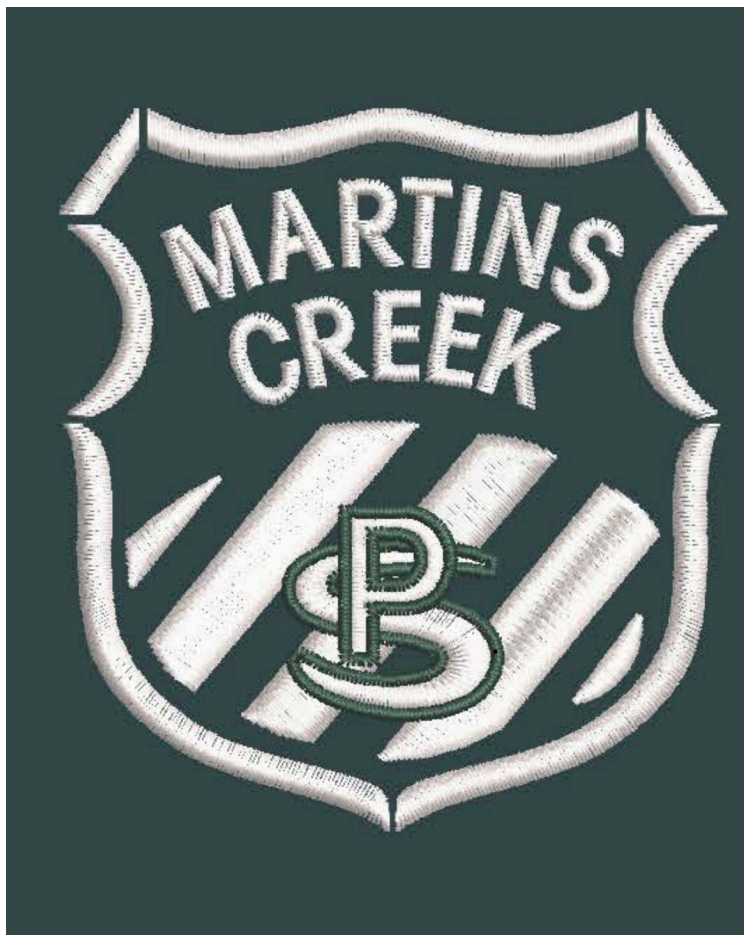


2020 Annual Report

Martins Creek Public School



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Introduction

The Annual Report for 2020 is provided to the community of Martins Creek Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

Martins Creek Public School provides a dynamic, innovative and personal education that develops the whole child. Our inclusive teaching and learning programs are underpinned by professionalism, integrity and the principle of life-long learning.

Martins Creek PS is a small school with a big heart. We have high expectations of ourselves and our community. Our mission is to grow- academically, socially and physically- and transform Martins Creek PS into a local community hub and focal point for families in our district.

Every student is known, valued and cared for.

Attitude Determines Altitude.

School context

Martins Creek Public School is a picturesque small country school situated on Worimi land 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 teaching and learning program our students are given the opportunity to achieve their best in a rich educational environment.

Our school focuses on promoting student engagement through the effective use of modern pedagogy, engagement and technology to meet the needs of 21st Century learners in all aspects of the curriculum, particularly literacy and numeracy. Martins Creek PS attracts a high level of resources, both in support services and finances, that are directed to our teaching and learning programs and enable our pursuit of educational excellence.

We offer an outstanding education with highly skilled staff, including a range of specialists, support teachers and School Learning Support Officers. Our school provides a well-balanced curriculum that is engaging and motivating, with practical connections to allow children to thrive. We value educational sustainability, equity and diversity, fostering interconnections with all stakeholders, particularly our parents/carers, P&C, community groups and Youyoong AECG. All stakeholders are invested in our school and support a progressive educational approach with children invested and driving their learning pathways.

In our school, every student is known, valued and cared for. Martins Creek 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, local service groups, the Hunter Principals Network and collaboration with other small schools in the area.

Our 2020 Situational Analysis sought information from all stakeholders and generated our three Strategic Directions of: Student Growth & Attainment; Curriculum & Pedagogy and Wellbeing. We tailor our teaching and learning programs at student point of need to maximise student achievement and consolidate individual learning, social and emotional goals. We are constantly evaluating, analysing and refining our pedagogical and assessment practices to ensure that our community's high expectations are met and that student opportunities are maximised.

We celebrate diversity, with our student population including a range of abilities and strong representation of Aboriginal students. We pride ourselves on providing opportunities for students to develop socially, emotionally, academically, physically, spiritually and creatively.

Attitude Determines Altitude

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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>Questions:</p> <ul style="list-style-type: none">• How effective were we in achieving our improvement measures? <p>Data:</p> <ul style="list-style-type: none">• parent and carer feedback• observation of SEN students in their learning• PBL data• SEN student progress and achievement results• SEF Elements - Learning Culture, Wellbeing, Curriculum, Reporting. <p>Analysis:</p> <ul style="list-style-type: none">• Parents were responsive to regularly receiving their student's work samples with smart goals• 60 percent of parents were appreciative of regular articles on High Expectations in newsletters.• 60 percent of SEN students showed consistent improvement in on task behaviour in Literacy and Numeracy <p>Implications:</p> <ul style="list-style-type: none">• A continued focus on high expectations for classroom learning and behaviour will be important in future school planning	\$175381

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>Questions</p> <p>To what extent did we achieve our improvement measures?</p> <p>Data:</p> <ul style="list-style-type: none">• teaching programs.• Student digital samples• quality teaching analysis. <p>Analysis</p> <p>Teaching programs have shown evidence of increased digital technologies</p> <p>Implications</p> <p>School to continue to build capacity in use of digital technologies</p>	<p>\$10938</p>

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>Questions: How effectively did we achieve our improvement measures?</p> <p>Data:</p> <ul style="list-style-type: none">• Smart Goals (hard or electronic copies).• Interviews with students articulating their learning goals.• transcripts of interviews with parents or electronic feedback from parents/carers about their children's goals. <p>Analysis:</p> <p>Students are able to articulate their learning goals. Some students require additional support to demonstrate this skill</p> <p>Implications:</p> <p>Establish a routine for students to be regularly referencing, recording and articulating their learning goals in a digital platform.</p>	\$50528

Key Initiatives	Resources (annual)	Impact achieved this year
Integration Funding	\$133596	100% students/teachers supported by SLSOs; inclusive teaching and learning programs developed to enable all students to access K-6 curriculum

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	9	3	4	5
Girls	6	5	5	2

Student attendance profile

School				
Year	2017	2018	2019	2020
K	61.3		74.7	95.7
1	94.6	90.1		
2	97.7	98.9	92.2	
3	95		91.6	96.8
4	94.8	97.5	91	
5	86	84.1	91.8	96.8
6	93.5	90	92.3	92
All Years	90.8	92.9	90	94.4
State DoE				
Year	2017	2018	2019	2020
K	94.4		93.1	92.4
1	93.8	93.4		
2	94	93.5	93	
3	94.1		93	92.1
4	93.9	93.4	92.9	
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.2	92.8	92.1

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	148,387
Revenue	502,811
Appropriation	496,432
Grants and contributions	6,150
Investment income	229
Expenses	-494,054
Employee related	-447,489
Operating expenses	-46,564
Surplus / deficit for the year	8,757
Closing Balance	157,144

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.

	2020 Approved SBA (\$)
Targeted Total	115,622
Equity Total	21,112
Equity - Aboriginal	0
Equity - Socio-economic	7,484
Equity - Language	0
Equity - Disability	13,629
Base Total	301,389
Base - Per Capita	2,165
Base - Location	1,133
Base - Other	298,092
Other Total	5,099
Grand Total	443,223

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent/caregiver: Informal discussions show a general level of satisfaction for school programs: families feel supported and have faith in the integrity and rigour of school teaching and learning programs. Parent interviews indicate a desire for the school to invest in resources and upgrade physical spaces. Overall, parents/carers report feeling supported by school executive and teaching staff.

Student: Exit interviews reveal that 2020 Year 6 students feel empowered in their learning and are ready for the transition to high school, despite the interruptions to education of the COVID-19 year. K-5 students report that they value their learning and are confident about their future at Martins Creek PS.

Staff: Staff report satisfaction with their work and feel supported in their professional development.

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.