

# 2020 Annual Report

Martins Gully Public School



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# Introduction

The Annual Report for 2020 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

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Martins Gully Public School

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## School vision

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>

### Self-assessment using the School Excellence Framework

| Elements   | 2020 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Excelling              |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Sustaining and Growing |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Sustaining and Growing |
| 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                              | Excelling              |
| LEADING: Management practices and processes            | Excelling              |

## 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 worked in cross stage groups to gain a better understanding of the writing assessment criteria and mark together assessment tasks from across stages. This developed a greater consistency of results across the school, but also allowed teachers to see and discuss the areas of strength and weakness across the whole school in writing.</p> <p>All assessment data is now stored on one spreadsheet, allowing all staff to track the progress of individual students. The data is also used in Learning Support Team Meetings to better target individual and group support for students.</p> <p>Stage 1 staff participated in the 2020 Phonics Screening Check-In trial. Teachers participated in professional learning before administering the tests.</p> |                            |

**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>Martin's Gully Public School participated in Quality Teaching Rounds again this year, following our commencement on the project in 2019. This year three Professional Learning Communities (PLC's) or teams were involved. One team was part of the research project at Newcastle University whilst the other teams were organised by our school. This year QTR helped embed professional learning in writing across K-6. Following writing workshops on cohesion, spelling and sentence structure, teachers taught and observed lessons on these three areas with the aim of putting theory into practice. Almost 90% of teachers indicated that QTR was one of the best professional learning opportunities they have been involved in and have asked for QTR to be a part of our whole school planning for 2021.</p> <p><b>Teacher Efficacy Survey</b></p> <p>Teachers were asked 12 questions regarding classroom management, student engagement and instructional strategies, all relating to how they felt about the teaching of writing. Results show that teacher efficacy increased in every category after the completion of Quality Teaching Rounds. Whilst student engagement didn't have quite as much growth as the other two categories, it is interesting to note that engagement included a question about how much teachers can assist families in helping their children with</p> |                            |

## Progress towards achieving improvement measures

writing. Nine teachers took part in QTR and all 9 teachers took part in the survey.

## 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.

| Evaluation   | Funds Expended (Resources) |
|--|----------------------------|
| <p>All staff complete the Understanding Autism Spectrum Disorder professional learning course (20hrs). Each participant had to develop three goals and implement these with the students they work with. The course has given the whole school a greater understanding of how to better support students with autism.</p> <p>The student wellbeing program "PAX Good Behaviour Game" (PAX GBG) was introduced to our Martin's Gully PS K-2 classes from Term 3, 2020. Students use the skills they have learned to purposely collaborate with others to create, peace, productivity, health, and happiness. The program is a classroom-based system that teachers use to teach skills for self-regulation, co-regulation, and self-control during any school or after school activity and at home. This evidence based program .</p> <p>The PAX Good Behaviour Game promotes social and emotional learning in all students. By engaging students in co-creating expectations and developing shared purpose and relationship building tools, children can begin to recognise their own thoughts and feelings as well as regulate their own emotions and behaviours.</p> <p>Linked into the PAX GBG is our Martin's Gully PS You Can Do It! program. You Can Do It! aims to develop the full potential of children of all ages to become highly successful and happy people through strengthening their belief in themselves. This involves building the psychological capacity of young people with a focus on their social-emotional skills and Habits of the Mind. These fundamentally determine how young people think, feel and behave.</p> <p>The YCDI mission is to provide educational resources and evidence based programs that focus on the academic, social and emotional skills development of young people, positive and capable parents and effective and resilient educators.</p> <p>The You Can Do It! program continues to be embedded throughout our school's wellbeing system. Our bronze, silver, gold and platinum system is well received by the students, staff and community. Staff explicitly teach positive behaviours and reward students each week with You Can Do It! awards at our weekly assemblies, and each week with our You Can Do It! photo board. Any student achieving a You Can Do It! award at our assembly</p> |                            |

## Progress towards achieving improvement measures

has their name listed in the weekly school newsletter.

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

| <b>Evaluation</b>  | <b>Funds Expended (Resources)</b> |
|--|-----------------------------------|
| Students in Years 4-6 participated in the Tell Them From Survey. This survey provides an opportunity for schools to gauge the students' social and emotional outcomes. Trend results from the last two years showed an increase in the students' sense of belonging (Increase by 8%), and in their interest and motivation (Increase by 12%). Data also showed a decrease in bullying (Decrease by 16%). |                                   |



### 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>This year the school successfully implemented the MAPPEN integrated units. The learning sequences are designed to ensure that content from the following areas is addressed at each level:</p> <ul style="list-style-type: none"><li>• Science</li><li>• Technologies (Design and Technologies)</li><li>• History</li><li>• Geography</li><li>• Civics and Citizenship</li><li>• Economics and Business</li><li>• Personal, Social and Community Health</li><li>• Critical and Creative Thinking</li><li>• Ethical Understanding Capability</li><li>• Personal and Social Capability</li><li>• Intercultural Capability</li></ul> <p>The web based system has links to videos and other stimulus material including both fiction and non fiction books, to support the teaching of the unit.</p> <p>The units over a two year period cover all NSW Syllabus outcomes.</p> |                            |

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

| Evaluation  | Funds Expended (Resources) |
|---|----------------------------|
| <p>K-2 continues 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>Students are now using the nature area during lunch time to explore and play. They have built cubby houses, made gardens, and interacted across all ages.</p> |                            |

| Key Initiatives   | Resources (annual)  | Impact achieved this year   |
|---|---|---|
| <b>Aboriginal background loading</b>                          | <b>Funding Sources:</b><br>• Aboriginal background loading (\$7 198.00)                   | Additional School Learning Support hours were provided to students in Years 3-6 to assist with literacy and numeracy rounds. This additional support has seen a significant improvement in student engagement and outcomes I both reading and numeracy. |
| <b>Low level adjustment for disability</b>                    | <b>Funding Sources:</b><br>• Low level adjustment for disability (\$28 413.00)            | Funding enabled the school to employ a teacher to provide intensive instruction to students in Kindergarten to Year 2 in literacy, numeracy, speech and occupational therapy.   |
| <b>Quality Teaching, Successful Students (QTSS)</b>           | <b>Funding Sources:</b><br>• Quality Teaching, Successful Students (QTSS) (\$30 518.00)   | Funding provided additional release time to the assistant principals to allow them to develop school based professional learning sessions each fortnight.   |
| <b>Socio-economic background</b>                              | <b>Funding Sources:</b><br>• Socio-economic background (\$11 324.00)                      | Additional School Learning Support hours were provided to students in Years 3-6 to assist with literacy and numeracy rounds. This additional support has seen a significant improvement in student engagement and outcomes I both reading and numeracy. |
| <b>Support for beginning teachers</b>                         | <b>Funding Sources:</b><br>• Support for beginning teachers (\$18 856.00)                 | This year Martin's Gully had one staff member in her first year of teaching and one staff member in her second year. Funding provided additional release for the teachers plus their mentor to provide additional professional learning and guidance.   |
| <b>Targeted student support for refugees and new arrivals</b> | <b>Funding Sources:</b><br>• Targeted support for refugees and new arrivals (\$31 546.00) | Funding was used to employ a teacher two days a week to provide both in-class and individual support to the students. Student progress was mapped against the ESL scales.   |
| <b>Literacy and numeracy</b>                                  | <b>Funding Sources:</b><br>• Literacy and numeracy (\$37 890.00)                          | Funding allowed the school to employ an additional Learning and Support Teacher two days a week. The teacher focussed in providing additional support to students in Kindergarten to Year 2.  |
| <b>Professional learning</b>                                  | <b>Funding Sources:</b><br>• Professional learning (\$15 570.00)                          | All funding was used to release all staff to participate in Quality Teaching Rounds in Term 3.  |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2017       | 2018 | 2019 | 2020 |
| Boys     | 92         | 89   | 89   | 82   |
| Girls    | 75         | 77   | 76   | 79   |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2017 | 2018 | 2019 | 2020 |
| K         | 95.4 | 94.3 | 95   | 95.5 |
| 1         | 93.7 | 93.4 | 94   | 94.6 |
| 2         | 94.4 | 95   | 95.2 | 94.4 |
| 3         | 95.8 | 94.4 | 93.8 | 94.8 |
| 4         | 95.7 | 91.3 | 95   | 94.8 |
| 5         | 94.1 | 93   | 94.1 | 95   |
| 6         | 93   | 94.5 | 91.8 | 93.4 |
| All Years | 94.5 | 93.7 | 94.1 | 94.7 |
| State DoE |      |      |      |      |
| Year      | 2017 | 2018 | 2019 | 2020 |
| K         | 94.4 | 93.8 | 93.1 | 92.4 |
| 1         | 93.8 | 93.4 | 92.7 | 91.7 |
| 2         | 94   | 93.5 | 93   | 92   |
| 3         | 94.1 | 93.6 | 93   | 92.1 |
| 4         | 93.9 | 93.4 | 92.9 | 92   |
| 5         | 93.8 | 93.2 | 92.8 | 92   |
| 6         | 93.3 | 92.5 | 92.1 | 91.8 |
| All Years | 93.9 | 93.4 | 92.8 | 92   |

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    |
| Assistant Principal(s)                  | 2    |
| Classroom Teacher(s)                    | 5.87 |
| Literacy and Numeracy Intervention      | 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, 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 <sup>1</sup> | 2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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 (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 278,533          |
| <b>Revenue</b>                        | 1,838,990        |
| Appropriation                         | 1,818,651        |
| Sale of Goods and Services            | 736              |
| Grants and contributions              | 18,943           |
| Investment income                     | 660              |
| <b>Expenses</b>                       | -1,981,655       |
| Employee related                      | -1,790,167       |
| Operating expenses                    | -191,488         |
| <b>Surplus / deficit for the year</b> | -142,666         |
| <b>Closing Balance</b>                | 135,867          |

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

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

|                         | 2020 <b>Approved SBA</b> (\$) |
|-------------------------|-------------------------------|
| <b>Targeted Total</b>   | 17,356                        |
| <b>Equity Total</b>     | 115,141                       |
| Equity - Aboriginal     | 7,198                         |
| Equity - Socio-economic | 11,324                        |
| Equity - Language       | 2,576                         |
| Equity - Disability     | 94,043                        |
| <b>Base Total</b>       | 1,429,388                     |
| Base - Per Capita       | 39,683                        |
| Base - Location         | 1,668                         |
| Base - Other            | 1,388,037                     |
| <b>Other Total</b>      | 211,595                       |
| <b>Grand Total</b>      | 1,773,480                     |

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

### Tell Them From Me Parents Survey Results

The school has participated in the TTFM parents survey for the last two years. In 2019, 25 parents responded to the survey and in 2020, 42 parents responded. From 2019 to 2020 the school showed improvement in all areas, with the school now performing at or above the state norm in all areas. Analysis of the 2020 results showed a significant improvement in parents being informed and student safety. Areas of strength include:

- \* Parents feel welcome when they visit the school - Increase of 0.9
- \* Being well informed of activities - Increase of 0.8
- \* I can easily speak to the school principal - Increase of 1.0
- \* Teacher will inform me if my child was not making adequate progress - Increase of 1.4
- \* I am well informed about my child's progress - Increase of 1.2
- \* Teachers take account of my child's needs, abilities and interests - Increase of 0.9

### ***Areas for improvement include:***

- \* Teachers listening to concerns parents have
- \* Scheduling of parent activities so they can attend
- \* Being more informed of child's social and emotional development
- \* Parents could take a greater interest in their child's assignments and talk about how important school is.
- \* Teachers need to expect that homework is done on time.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.