

2022 Annual Report

Martins Gully Public School



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Introduction

The Annual Report for 2022 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 Strategic Improvement 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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School vision

Martin's Gully Public School is committed to providing **high quality systems, practice and care** that support and sustain a learning environment that is engaging, relevant, significant, challenging and meets the needs of the individual learner.

High expectations are at the centre of everything we do. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Situated on the southern outskirts of Armidale, with a school population of approximately 165 students, Martin's Gully provides a well rounded education across all key learning areas, for all students

Martin's Gully is a member of the Armidale Community of Schools (ACOS), working together to provide the best possible education for all students through collaborative learning experiences.

Martin's Gully is well resourced and provides students access to the latest technologies. The school supports and encourages student leadership, and promotes the values of care, concern and cooperation amongst the school community.

Through our situational analysis, we have identified a need to strengthen our use in data driven practices that ensure all students have access to stage appropriate learning. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing quality assessment practices for (formative), of (summative), and as (student self assessment) learning. A focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine student assessment data to inform teaching that is responsive to the learning of individual students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data skills and use
- A whole school pedagogical focus and commitment to teaching and learning in Reading and Numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$60,000.00
QTSS release: \$32,062.00
Refugee Student Support: \$2,000.00
Aboriginal background: \$1,600.00
English language proficiency: \$27,000.00
Low level adjustment for disability: \$96,900.00
Socio-economic background: \$13,000.00
Per capita: \$42,197.00

Summary of progress

Our focus for 2022 was on the use of highly effective teaching practices to improve reading and numeracy across all subject areas. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school, using a triangulation of Check-In, NAPLAN and PLAN2 data to identify the point of need for student learning.

Professional dialogue on quality teaching strategies, drawn from evidence-base practice was a whole school focus to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers participated in research from Dr Ryan Dunn around the use of literacy and language in Mathematics. In English, professional dialogue on quality teaching strategies in writing and targeted comprehension strategies, drawn from the evidence-base practice, was a whole school focus to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed these quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the school. This has been shared with all stakeholders.

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline of 58.9%.	Due to COVID 19 interruptions NAPLAN growth for our year 5 students is unavailable, however a school based analysis has been carried out, comparing NAPLAN and Check-In data. Using the NAPLAN equivalent scaled scores from check-in viewed side-by-side with 2022 NAPLAN results showed 31.5% growth in the top bands, 13.5% growth in the middle bands and a 45% decrease of students in the bottom bands,
• Increase the percentage of students achieving expected growth in NAPLAN	Due to COVID 19 interruptions NAPLAN growth for our year 5 students is unavailable, however a school based analysis has been carried out,

<p>numeracy to be above the system negotiated target baseline of 54.8%.</p>	<p>comparing NAPLAN and Check In data. Using the NAPLAN equivalent scaled scores from check-in viewed side-by-side with 2022 NAPLAN results showed 16% growth in the top bands, 35% growth in the middle bands and a 51% decrease of students in the bottom bands,</p>
<p>Increase the percentage of students achieving expected reading benchmark in reading to 92%.</p>	<p>Review of student progress against the learning progressions indicates 90% of students in years K-5 have achieved or exceeded learning benchmarks in Reading.</p>
<p>• A minimum of 42% of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading.</p>	<p>Martin's Gully have successfully achieved our 2022 NAPLAN target in reading with over 42% of Year 3 and 5 students achieving in the top two bands. The year 3 data clearly shows strength in processes we have in place with the early years at our school, and beginning of Year 3 intervention groups in Term 1. The Year 5 data shows over 50% of students are achieving in the middle two bands, with many in the upper middle band 6.</p>
<p>A minimum of 34% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy.</p>	<p>Martin's Gully have not achieved our 2022 NAPLAN target in Numeracy with well under 34% of Year 3 and 5 students achieving in the top two bands. Both cohorts have similar percentages with a heavy portion of both cohorts achieving the middle two bands, many in the upper middle.</p>

Strategic Direction 2: Excellence in Teaching

Purpose

Teachers are critical in ensuring excellence in teaching in every classroom, through planning, monitoring, analysing and refining their practice to meet the learning needs of every student.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Teaching Practices
- Building High Performing Teachers

Resources allocated to this strategic direction

Professional learning: \$16,000.00

AP Curriculum & Instruction: \$60,000.00

Summary of progress

Excellence in teaching and learning is underpinned by highly professional teachers who are effective leaders of learning. They are deeply committed to ongoing learning and improvement, developing highly effective, evidence based practices through; collaboration, inquiry, reflection and feedback, setting high expectations and sharing responsibility for the improvement of every student and contributing to a dynamic, transparent, collegial learning culture. This has been evident through the following practices during 2022.

- Classrooms are quality learning environments with lessons that feature high levels of intellectual quality and significance.
- Teachers are empowered through knowledge of relevant, evidence informed pedagogy, enabling them to refine their practice to effectively meet student needs.
- The school has an effective collaborative learning culture focused on continuous improvement of teaching and learning.
- Teachers and leaders use the shared concepts and language of the QTM as a basis for discussion about pedagogy.
- Professional Learning Communities are established and effective between Sandon PS and Martin's Gully PS.
- All teachers use the Australian Professional Standards for Teachers and PDPs to identify and monitor specific areas for development and continual improvement.
- All teachers have a set of documented and regularly reviewed goals related to both performance and development, and ways of measuring progress towards them, that are agreed with the principal or delegate.
- All teachers are supported in working towards their goals, including access to high quality professional learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The quality teaching of writing is improved in line with the Quality Teaching Model (QTM). All teachers embed QT elements into their planning and teaching of writing using 7 Steps.	All teachers have engaged with the Quality Teaching Model (QTM) and the quality of teaching has improved. Quality Teaching Rounds (QTR) were included in the school's professional learning calendar, including combining with another school for the rounds in term 3. QTR has enabled all staff to refine their teaching practice and has provided regular opportunities for collaboration on the elements of quality teaching. Stage 2 teachers took part in a Case Study project through University of Newcastle. This involved several schools in various contexts across NSW to investigate how QTR operates for different schools, and how it impacts on teachers. This will continue in 2023.
All K-2 teachers collaboratively implement teaching and learning	As a self selector school, all K-2 teachers worked collaboratively as part of a multi school Professional Learning Community to participate and complete

<p>programs using the new K-2 NSW curriculum syllabus English and Mathematics.</p>	<p>micro learning modules for the K-2 English and Maths curriculum updates. As a self selector school, our Stage 1 teachers have engaged with the pilot programming documents the department has trialed for the K-2 English and Maths curriculum.</p>
<p>All students are plotted and data analysed against Literacy and Numeracy Learning progressions with a focus on Understanding Texts, Fluency, Creating Texts, Additive Strategies and Quantifying Number.</p>	<p>During 2022, teachers were provided with extra time to gather and collate data and enter into PLAN2 for the following focus areas; Understanding Texts, Fluency, Creating Texts, Additive Strategies and Quantifying Number. Target groups were created from this data to point of need teaching and learning for individuals and small groups in literacy and numeracy.</p>

Strategic Direction 3: Wellbeing and Attendance

Purpose

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support wellbeing of all students so they can connect, succeed and thrive to learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Implementing Evidence Based Wellbeing Programs
- Strengthen Community Partnerships

Resources allocated to this strategic direction

Location: \$1,522.00

Summary of progress

The school culture has continued to be strongly focused on learning, the building of educational aspirations and ongoing performance improvement throughout the school community. There is a strategic and planned approach to whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Evidence shows school culture is strongly focused on learning, the building of educational aspirations and ongoing performance improvement throughout the school community through the implementation of PAX to improve student wellbeing and engagement. There has been a strategic and planned approach to whole school wellbeing processes that support all students so they can connect, succeed, thrive and learn using the following; 1. TTFM student, staff and parent survey data. 2. Staff rating of student engagement beginning, middle and end of year. 3. Behaviour incident notifications. 4. Student voice. 5. Student Wellbeing Pulse survey. As a result of implementing evidence based wellbeing programs and strengthening community partnerships, all teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
70% of students according to the Tell Them From Me survey indicate a Positive Sense of Belonging.	Students reporting positive wellbeing outcomes have increased across the positive wellbeing measures. 72% of students according to the Tell Them From Me survey indicate a Positive Sense of Belonging.
The school mean for Parents are Informed from the TTFM survey will increase from a score of 7.2 in 2021 to 7.6.	Stronger partnerships with parents and carers has decreased from a score of 7.2 in 2021 to 6.9 in 2022. We believe this is due to a slow uptake after COVID interruptions.
The attendance rate of students attending 90% of the time will increase from 81.7% in 2020 to 90% by 2023. Increase attendance using the 8 themes of WWB to improve learning outcomes with a focus on Explicit teaching and High Expectations.	Students have been actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences through: <ul style="list-style-type: none">• Implementation of Erica Frydenberg and ACER program called "Think Positively", and the <i>Creating Chances program</i>.• Increased attention to and completion of academic tasks through explicit teaching and whole school practice.• Improve learning outcomes through 8 themes of WWB with a focus on Explicit teaching and High Expectations.• Employment of SWIS - Social Workers in Schools to support staff, parents and student wellbeing These programs have decreased habitual absences.

Funding sources	Impact achieved this year
Refugee Student Support \$2,000.00	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A whole school pedagogical focus and commitment to teaching and learning in Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Funding was used to provide additional SLSO time to support students with literacy.</p> <p>After evaluation, the next steps to support our students will be: Assistance will continue in 2023 for refugee students.</p>
Socio-economic background \$13,000.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Martins Gully Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A whole school pedagogical focus and commitment to teaching and learning in Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Strengthened Effectiveness of Learning and Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Kindergarten. <p>The allocation of this funding has resulted in: Students in Kindergarten being provided with additional support in literacy and numeracy each day through the employment of an SLSO.</p> <p>After evaluation, the next steps to support our students will be: The program will continue in 2023.</p>
Aboriginal background \$1,600.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Martins Gully Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A whole school pedagogical focus and commitment to teaching and learning in Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of an additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level

<p>Aboriginal background</p> <p>\$1,600.00</p>	<p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Strengthened Effectiveness of Learning and Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <p>The allocation of this funding has resulted in:</p> <p>Additional support given to students for literacy and numeracy by the Learning and Support Teacher.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The program will continue in 2023</p>
<p>English language proficiency</p> <p>\$27,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Martins Gully Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A whole school pedagogical focus and commitment to teaching and learning in Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Strengthened Effectiveness of Learning and Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase. <p>The allocation of this funding has resulted in:</p> <p>Employment of a School Learning and Support Officer to provide intensive literacy support, including speech therapy for students in ES1 and Stage 1.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>This program will continue in 2023</p>
<p>Low level adjustment for disability</p> <p>\$96,900.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Martins Gully Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A whole school pedagogical focus and commitment to teaching and learning in Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with the evidence-based intervention MiniLit, to increase Literacy learning outcomes • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Build Data Driven Practices • Strengthen Effectiveness of Learning and Support

<p>Low level adjustment for disability</p> <p>\$96,900.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in: The employment of a fulltime Learning and Support Teacher to implement intensive support programs in literacy and numeracy to support students in Stage 2 and 3.</p> <p>After evaluation, the next steps to support our students will be: This activities will continue in 2023.</p>
<p>Location</p> <p>\$1,522.00</p>	<p>The location funding allocation is provided to Martins Gully Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthen Community Partnerships <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan. Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate. <p>The allocation of this funding has resulted in: Students being able to participate in extra curricular activities.</p> <p>After evaluation, the next steps to support our students will be: To continue the program in 2023.</p>
<p>Professional learning</p> <p>\$16,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Martins Gully Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Quality teaching rounds • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Build Data Driven Practices • Collaborative Teaching Practices • Building High Performing Teachers <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Participation in Quality Teaching Rounds in Term 3 and 4.

<p>Professional learning</p> <p>\$16,000.00</p>	<ul style="list-style-type: none"> • Participation in High Impact Professional Learning opportunities including Focus on Reading, Focus on Understanding Texts and Multiplicative Strategies. <p>All staff participated in the Quality Teaching Rounds in Term 3 and 4. Planned teaching rounds with Sandon P.Socured. QTR has provided an avenue for teachers to observe quality lessons by their colleagues, provide feedback on these lessons, and take strategies back to their own classroom to use in their teaching. All staff participated in high impact professional learning provided by the Department on a number of literacy and numeracy programs. These courses have provided with staff the latest resources and strategies to improve literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students will be: QTR will continue in 2023 with the plan to work with Sandon P.S. The programs Seven Steps to Writing, and Big Ideas will begin in Mathematics to form the basis of professional learning in 2023</p>
<p>QTSS release</p> <p>\$32,062.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Martins Gully Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • continuation of quality teaching rounds to strengthen quality teaching practices • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strengthen Community Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant principals provided with additional release time to support classroom programs. to design, develop and implement whole school professional learning to meet targets set in the School Improvement Plan. <p>After evaluation, the next steps to support our students will be: Additional release team will be provided to the Assistant Principals in 2023 to support the whole school professional learning program.</p>
<p>COVID ILSP</p> <p>\$57,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy and numeracy • employment of teachers to deliver small group tuition • releasing staff to analyse school and student data to monitor progress of

<p>COVID ILSP</p> <p>\$57,000.00</p>	<p>student groups</p> <p>The allocation of this funding has resulted in the following impact: The strengthening of Data Driven Practices within our school. Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. • releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy/numeracy. <ul style="list-style-type: none"> • releasing staff to participate in professional learning. • development of resources and planning of small group tuition. • Individual and group tuition being provided to students in Years 3 to 6 to improve outcomes in both literacy and numeracy. The focus for these sessions has been on reading comprehension and problem solving in mathematics. Staff were also given support to classroom teachers to develop an understanding of PLAN2 and enter data for targeted students. <p>After evaluation, the next steps to support our students will be: The COVID ILSP funding will continue in 2023. The funding will again support students in Years 3-6.</p>
<p>Per capita</p> <p>\$42,197.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Martins Gully Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A whole school pedagogical focus and commitment to teaching and learning in Reading and Numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Overview of activities partially or fully funded with this targeted funding include: - employment of staff to provide additional support for students who have high-level learning needs. - release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of per capita funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	89	82	80	76
Girls	76	79	87	89

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.0	95.5	93.6	88.3
1	94.0	94.6	94.2	91.1
2	95.2	94.4	93.5	89.6
3	93.8	94.8	95.4	90.8
4	95.0	94.8	94.7	90.7
5	94.1	95.0	92.8	90.7
6	91.8	93.4	94.4	89.9
All Years	94.1	94.7	94.1	90.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	2.8
Classroom Teacher(s)	5.87
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	2.04

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public employment by 2025.

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	115,662
Revenue	2,297,414
Appropriation	2,228,317
Sale of Goods and Services	1,232
Grants and contributions	65,928
Investment income	1,937
Expenses	-2,034,594
Employee related	-1,823,664
Operating expenses	-210,931
Surplus / deficit for the year	262,819
Closing Balance	378,481

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.

	2022 SBAR Adjustments (\$)
Targeted Total	2,063
Equity Total	140,345
Equity - Aboriginal	1,694
Equity - Socio-economic	13,047
Equity - Language	27,257
Equity - Disability	98,348
Base Total	1,473,526
Base - Per Capita	42,197
Base - Location	1,522
Base - Other	1,429,806
Other Total	327,516
Grand Total	1,943,450

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.

Parent/caregiver, student, teacher satisfaction

In Term 4 last year, our school participated in a pilot project called the Student Wellbeing Pulse Survey (K-6). This project was undertaken by the Murdoch Children's Research Institute in conjunction with the NSW Department of Education. The project asked parents/carers of students in Kindergarten-Year 3 and students in Years 4-6 to complete a brief survey on student wellbeing.

Across NSW, 14 schools took part in this project and a total of 719 surveys were completed. This is an incredible result, especially given the survey was delivered at the end of last year when we know families were very busy.

The results from the survey showed that the majority of students across the whole study population are experiencing high levels of wellbeing. However, some students are experiencing lower levels of wellbeing in certain areas.

Our school also received a report outlining which survey items showed higher reported wellbeing, and which items showed lower wellbeing. We did not receive results on individual students or any data that would identify individual students. However, the results will help us understand where we may need to direct our focus to improve student wellbeing across our whole student group.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.