

2022 Annual Report

Marton Public School



4431

Introduction

The Annual Report for 2022 is provided to the community of Marton 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

Marton Public School
107 Kingswood Rd
Engadine, 2233
<https://marton-p.schools.nsw.gov.au>
marton-p.school@det.nsw.edu.au
9520 6261

School vision

Students, staff and community create a school wide culture of continual improvement, high expectations, opportunities and engagement. Marton Public School is underpinned by our school's values of respect, honesty, kindness, teamwork and pride to strive for academic excellence from all students.

School context

Marton Public School is a K-6 primary school located in Engadine, in the Sutherland Shire, south of Sydney NSW. It is a medium-sized public primary school, within the Woronora River network, with a population of approximately 360 students and 25 staff. Marton PS caters to all students including students with special needs. The school enjoys a strong reputation for high-quality academic, sporting, and cultural programs. Our beautiful grounds include a nature trail, friendship garden, play equipment and a large capacity before and after school care.

There is a strong focus on student well-being and differentiation to cater to individual needs. The community is passionate about sustainability and has an established Eco Warriors team consisting of students, parents, and teachers taking on various roles to help look after the school environment. The school has an ongoing commitment to developing skills in the area of technology and provides opportunities for students to think critically and creatively. A well-resourced STEM room is used daily by students in K-6.

Students and staff utilise the 'strive for five' value system which are displayed around the school and our dedicated staff are highly skilled in providing learning opportunities for all students.

Through our situational analysis, we have identified a need to explicitly teach problem-solving and working mathematically and use data-driven practices to ensure student attainment across K to 6. Further work will need to occur around teachers using quality differentiated student instructions to move students in the middle band to the higher bands in year 5 and the bottom bands to the middle bands in year 3 in NAPLAN. Through the NAPLAN analysis, we have identified system negotiated targets in reading and Numeracy and therefore school services will be utilised to build understanding on how to do this successfully with the school leadership team through support in coaching and mentoring.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment in Numeracy and reading. Explicit teaching of working mathematically and reading skills and strategies will be embedded.

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.

- Consistent and explicit teaching K to 6 with a Literacy and Numeracy focus

Resources allocated to this strategic direction

6101- carried forward: \$2,240.00
Literacy and numeracy: \$10,000.00
QTSS release: \$75,043.00
Low level adjustment for disability: \$114,303.00
Socio-economic background: \$35,296.00
Aboriginal background: \$1,448.00
English language proficiency: \$5,245.00
Integration funding support: \$231,602.00
Literacy and numeracy intervention: \$22,984.00

Summary of progress

In 2022 the school implemented a whole school development of a K-6 Scope and Sequence. Our equity programs supported 109 students throughout the year.

The quality of these programs is evidenced by strong numeracy growth in NAPLAN where we improved by 12% from 2019.

-What has the impact been of our collaborations using external and QTSS assistance in the explicit teaching of working mathematically? Are our students improving in numeracy?

The impact for staff has been a deeper, more authentic and purposeful integration of working mathematically into numeracy sessions across the school.

Our NAPLAN results clearly show strong growth from 2019.

-Have student results in internal PAT data improved by expected growth in comparison to NAPLAN expected growth?

PAT testing was delayed due to COVID19 measuring growth through PAT testing will be altered in 2022 to allow for point of time teaching.

-Has equity funds resulted in improvements in student results in targeted students?

37 students were identified as requiring additional intervention and targeted COVID ILSP was delivered through face to face intervention and online throughout 2022, resulting in improved literacy and numeracy outcomes driven by individual learning goals, measured by anecdotal notes, pre and post tests, running records, self assessments and observations. However teacher shortages meant the implementation of these programs wasn't as successful as envisaged.

109 students were identified as requiring additional support in literacy and numeracy through the learning support team. Three learning support teachers worked alongside classroom teachers in classrooms as well as withdrawing small ability based groups. This resulted in equity gaps closing and 100% of students showing growth in their learning.

Where to next?

Continuation of InitialLit for K-2 and MiniLit/MacqLit across learning and support team groups. The school is initiating the new K-2 Maths syllabus and collaboratively programming the implementation of this. An Instructional Leader will work shoulder to shoulder with teachers across grades 2-5 with a focus on literacy and numeracy. Regular review of data, through PAT essential, to identify student goals and teach from their point of need. Data walls to be set up using QR

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
<p>To increase the percentage of students achieving in the top 2 bands in NAPLAN reading in Year 3 and 5 from 2019 to at or above our lower bound target.</p> <p>Uplift = 2.5%</p>	<p>Data indicates 52.2% of students are in the top two skill bands for reading which is stable since 2019 and a 1% decrease over 12 years. We are trending towards our lower bound target of 54.9%.</p> <ul style="list-style-type: none"> • Top 2 bands for Reading = 49% Year 5 (4% increase) • Top 2 bands for Reading = 57% Year 3 (5% decrease)
<p>To increase the percentage of students achieving in the top 2 bands in NAPLAN numeracy in year 3 and 5 from 2019 to or above our lower bound target.</p> <p>Uplift = 5.5%</p>	<p>Data indicates 38.5% of students are in the top two skill bands for numeracy which is an increase of 1% from 2019 and a 4.6% decrease from baseline data. Progress yet to be seen towards our lower bound target.</p> <ul style="list-style-type: none"> • Top 2 bands for Numeracy = 37% Year 5 (2% increase) • Top 2 bands for Numeracy = 41% Year 3 (1% increase)
<p>Percentage of students achieving expected growth in Reading increases from 2019 of 68% towards the upper bound target of 73.5% an increase of 5.5%</p> <p><i>There will be no expected growth data in 2022 as no NAPLAN in 2020.</i></p>	<p>The percentage of students achieving expected growth in reading decreased to 65.52% (3.71% decrease since 2019) indicating progress yet to be seen toward our lower bound target of 68.5%. No expected growth for 2022.</p> <ul style="list-style-type: none"> • A slight decrease of 3.71% from 2019-2022
<p>Percentage of students achieving expected growth in Numeracy increases from 2021 (55%) towards the lower bound target 66.3%. (Higher bound is 71.3%)</p> <p><i>There will be no expected growth data in 2022 as no NAPLAN in 2020.</i></p>	<p>The percentage of students achieving expected growth in numeracy increased to 59.65% indicating progress toward our lower bound target and is almost at our baseline.</p> <ul style="list-style-type: none"> • We achieved an upwards lift of 12.48% from 2019-2022
<p>To increase the percentage of students attending school 90% of the time from 2019 to at or above our lower bound target .</p> <p>Uplift = 9%</p>	<p>The number of students attending greater than 90% of the time or more has decreased by 25,74% from 2019 and a 30.32% decrease from baseline. Many students and cohorts were absent due to covid isolation periods.</p> <p>COVID and students having to isolate as close contacts has greatly impacted our results at the end of 2021 and into 2022.</p>
<p>To increase the percentage of targeted students (equity, ATSI, additional needs, EAL/D), who meet or exceed their individual learning goals/stage benchmarks so that equity gaps are closing from baseline.</p>	<p>In 2022, 109 students were supported through our learning support team. 100% of students worked towards achieving their individual learning goals however COVID19 has impacted the continuity and collection of this data.</p>

Strategic Direction 2: Whole school Data collection and Analysis through quality teaching and differentiation

Purpose

To strive for excellence in Literacy and Numeracy using systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

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.

- Effective whole school data driven practice
- HPGE

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Summary of progress

In 2022 the school ran Professional Learning in Data Literacy including ACER PAT and HPGE. Staff were trained in reviewing data practices and identifying students who required an IEP.

Observations of reports showed there is more consistent teacher judgement based on authentic data. Professional learning consisted of collegial discussions to determine best use of data tracking for point of time teaching to be implemented in 2023.

- What has been the impact of teachers using assessment and data to differentiate student learning?

High student growth in numeracy is a direct impact of enhanced data skills and use in teaching.

- What has been the impact of teachers having a deeper understanding of HPGE identification, support and programming?

Further IEPs have been developed to cater for high potential students as well as discussions around creating formal leadership pathways for students in years 3-5.

- What has been the impact of teacher data talks and continuous monitoring of learning and differentiating? (informing what to teach next)

Teachers have worked collaboratively building collective teacher efficacy around the use of data and the monitoring of learning. This has led to more consistency of practice across the school. Team meetings have started to have a data focus as opposed to an admin focus.

Where to next?

In 2023 we are planning five weekly cycles for teachers to interrogate data with the APCI to be able to identify where students are at and where to next. Online programs have been reviewed by staff to ensure we are using the most beneficial online programs for the greatest outcome. PAT ongoing essential assessments will be trialled in 2023 so that these assessments can be used as a teaching point with resources alongside the data which can also be used for reporting purposes.

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
Teachers use data effectively to evaluate student understanding of lesson content.	The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. More of a focus on Data Use in Teaching - Teachers are beginning to review student assessment data and compare results from external

Teachers use data effectively to evaluate student understanding of lesson content.	assessments (e.g. NAPLAN, ICAS, PAT) with internal measures to build consistent and comparable judgement of student learning.
The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.	Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.

Strategic Direction 3: Learning Engagement and Wellbeing

Purpose

There is a strong focus on a whole school approach to wellbeing amongst staff, students and families. A strategic and planned approach is developed to ensure that whole school wellbeing processes support the wellbeing of all students so they can connect, succeed, thrive and 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.

- Wellbeing
- Learning Culture

Resources allocated to this strategic direction

Professional learning: \$5,000.00

Summary of progress

In 2022 as a whole school we focused on student and staff wellbeing, post COVID. A strong student wellbeing focus ensured processes and procedures were reviewed and altered to ensure individual student goals and progress was tracked effectively and appropriate support was given to ensure all students remained happy and content to attend school. Staff morale improved greatly through team building exercises, teacher call out wall in the staffroom and a strong collective efficacy was soon highlighted across the school with a clear vision. This then allowed for more student and staff successes and a harmonious school environment.

The quality of these activities is proven in collaborative teacher discussions around student performance and the creation of consistent wellbeing practices around supporting the needs of all students and staff.

- What has been the impact of learning engagement and wellbeing to student outcomes?

Once a stronger focus on their wellbeing and sense of belonging was embedded, students have been more engaged in their learning. Wellbeing check ins on staff and students ensured all stakeholders felt supported especially during COVID lockdown periods.

- What has been the impact of the wellbeing changes across the school?

Staff and students have felt supported, known, valued and cared throughout the year, regardless of whether they were at school or at home (isolation periods). Check in calls were made with all families and strong wellbeing practices allowed staff to support students in their learning by keeping up to date with current external assessments and recommendations to implement in the classroom alongside our learning and support programs.

- Do teachers feel confident that all students are engaged?

This is an area for future development. How can we ensure all students, especially those with high potential, remain engaged? Do the students have a strong sense of belonging to our school?

Where to next?

*Continue to implement "You Can Sit With Me" initiative created at the end of the year (created by a current year 6 student) - to encourage all students to have someone to play with at break times, simply by finding someone wearing a yellow wristband.

*Positive Behaviour for Learning (PBL) staff training and introduction in 2023.

*Regular LaST meetings, discussions and updates to keep staff informed and student progress monitored (new processes and procedures implemented).

*Gather feedback and data from students regarding their engagement of lessons and sense of belonging at 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
Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.	Every student can identify a staff member to whom they can confidently turn to for advice and assistance at school. Regular opportunities are provided for students to meet with the identified staff member.
There is a demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.	There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$231,602.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Marton Public School in mainstream classes who require moderate to high levels of adjustment.</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"> • Consistent and explicit teaching K to 6 with a Literacy and Numeracy focus <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: The employment of SLSOs to support students in the implementation of their IEP so that students with additional needs are supported in classrooms and the playground.</p> <p>After evaluation, the next steps to support our students will be: *Continue to provide IFS to student with allocated funding and other students requiring support as needed. *Playground support for students provided including social skills programs.</p>
<p>Literacy and numeracy</p> <p>\$10,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Marton Public School from Kindergarten to Year 6.</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"> • Consistent and explicit teaching K to 6 with a Literacy and Numeracy focus <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy. • staff training and support in literacy and numeracy. • literacy and numeracy programs and resources, to support teaching, learning and assessment. • targeted professional learning to improve literacy and numeracy. • updating reading resources to meet the needs of students. <p>The allocation of this funding has resulted in the following impact: *The purchasing and updating of evidence based programs such as InitialLit across all K-2 classrooms. *Purchasing of ACER PAT testing, used for pre and post testing through out the year to measure student growth. *Ongoing support from the 'Mathematics team' to create an effective and consistent Mathematics scope and sequence across K-6. *Implementation (trial) of the new K-2 English syllabus with adjustments made along the journey this year to ensure all students were supported in the process.</p> <p>After evaluation, the next steps to support our students will be: *Purchasing of ACER PAT online Essential Assessment to be used regularly to track student growth and their learning so programming can be designed at the point of need for all students. Cars and Stars not purchased in the future. *Continue to ensure we have the correct resources to continue to implement</p>

<p>Literacy and numeracy</p> <p>\$10,000.00</p>	<p>InitialLit effectively across K-2. *Learning and Support teachers to receive training in InitialLit, MiniLit and MacqLit.</p>
<p>Professional learning</p> <p>\$15,000.00</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 Marton 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"> • Effective whole school data driven practice • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Supporting our teachers to unpack evidence-based approaches to review data, best practice and explore modelled, guided and independent lessons. <p>The allocation of this funding has resulted in the following impact: *Collaborative team meetings have ensured quality time was allocated to analyse and reflect on the data to identify where to next for students. *Professional learning afternoons created at our point of need with expert staff running these sessions. *COVID restrictions placed on external PL disrupted some of our PL planning.</p> <p>After evaluation, the next steps to support our students will be: *Continue to provide professional learning to staff as needed to ensure all students are supported in their learning.</p>
<p>Socio-economic background</p> <p>\$35,296.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Marton 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"> • Consistent and explicit teaching K to 6 with a Literacy and Numeracy focus <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through InitialLit to support student learning. • resourcing to increase equitability of resources and services. • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact: *Student progress and development was tracked regularly and effectively communicated with relevant staff. *All students could participate in the curriculum and receive all necessary equipment and uniforms needed for schooling purposes. *Additional resources needed could be purchased.</p> <p>After evaluation, the next steps to support our students will be: *Continue to ensure all students are supported to access the curriculum. *Funds will be used to support our learning and support programs.</p>
<p>Aboriginal background</p> <p>\$1,448.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Marton 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>Aboriginal background</p> <p>\$1,448.00</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"> • Consistent and explicit teaching K to 6 with a Literacy and Numeracy focus <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency. • employment of specialist additional staff (LaST) to support Aboriginal students. • staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in the following impact:</p> <p>*Two PLPs were developed in partnership with the parent in a safe and inclusive environment.</p> <p>*Further PL for staff in understanding and acknowledging Aboriginal Histories and Culture.</p> <p>*Aboriginal support team of teachers aiming to develop a process to have more families and students identify their background, heritage and culture.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>*Aboriginal support team to collaborate with our Aboriginal and Torres Strait Islander families to encourage our families to identify as Aboriginal or Torres Strait Islander backgrounds and effective ways to do so to ensure cultural respect is maintained.</p> <p>*Continue to provide PL support for all staff.</p>
<p>English language proficiency</p> <p>\$5,245.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Marton 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"> • Consistent and explicit teaching K to 6 with a Literacy and Numeracy focus <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives. • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. • withdrawal lessons for small groups (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in the following impact:</p> <p>*EAL/D students have been immersed into our LaST groupings within the classroom environment.</p> <p>*Targeted support and learning goals have also been created for our EAL/D students.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>*EAL/D support will continue to be a priority as part of our LaST support initiatives.</p>
<p>Low level adjustment for disability</p> <p>\$114,303.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Marton 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"> • Consistent and explicit teaching K to 6 with a Literacy and Numeracy

<p>Low level adjustment for disability</p> <p>\$114,303.00</p>	<p>focus</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • employment of LaST and interventionist teacher. <p>The allocation of this funding has resulted in the following impact:</p> <p>*The Learning and support team working across the school with students with additional needs. The LaST teachers set up programs, IEPs and support SLSOs to support students in the classroom and the playground.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>*Instructional leader employed 3 days per week to provide shoulder to shoulder support with a focus on improving student growth for our students needing extra support.</p> <p>*LaST meeting regularly to update class teachers and work as a collaborative team.</p>
<p>QTSS release</p> <p>\$75,043.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Marton 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"> • Consistent and explicit teaching K to 6 with a Literacy and Numeracy focus <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum. • assistant principals provided with additional release time to support classroom programs. • additional teaching staff to implement quality teaching initiatives. <p>The allocation of this funding has resulted in the following impact:</p> <p>*APs released to shoulder to shoulder teach InitialLit and new maths programs to upskill staff and improve student learning.</p> <p>*AP released to support the trial of the new K-2 English syllabus by working with teachers, in class support and additional one on one support.</p> <p>*Staff PL to implement data/planning meetings as opposed to team/stage meetings.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>*Instructional leader to provide shoulder to shoulder support with a focus on improving student growth.</p> <p>*Continue to provide support to all teachers through the new reform stages.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Marton Public School who may be at risk of not meeting minimum standards.</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"> • Consistent and explicit teaching K to 6 with a Literacy and Numeracy focus <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy intervention</p> <p>\$22,984.00</p>	<ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices. • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <p>*Additional LaST time has provided additional support to students in the classroom and playground.</p> <p>*An improvement in students' phonics can be seen across K-2 and their overall reading ability to decode has also improved.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>*This will continue to be included in the learning support program including MiniLit for our K-2 students and MacqLit for our 3-6 students.</p>
<p>COVID ILSP</p> <p>\$72,766.00</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"> • employment of teachers/educators to deliver small group tuition. • releasing staff to analyse school and student data to identify students for small group work including the monitoring of their progress. • providing targeted, explicit instruction for student groups in evidence based program, InitialLit. <p>The allocation of this funding has resulted in the following impact:</p> <p>*COVID student data shows significant growth for students who took part in small group tuition with their COVID ILSP teacher.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>*Continue funding groups in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	218	219	207	199
Girls	187	187	179	159

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	97.4	96.2	92.8
1	94.6	95.1	96.1	91.4
2	95.5	95.6	93.6	91.5
3	94.2	96.7	95.7	89.6
4	94.2	95.3	95.7	88.7
5	94.5	95.0	94.4	90.5
6	94.6	95.7	93.2	88.8
All Years	94.5	95.8	94.9	90.3
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)	3
Classroom Teacher(s)	12.84
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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 sector 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	156,617
Revenue	3,773,477
Appropriation	3,554,006
Sale of Goods and Services	2,318
Grants and contributions	214,788
Investment income	2,364
Expenses	-3,547,763
Employee related	-3,271,129
Operating expenses	-276,634
Surplus / deficit for the year	225,713
Closing Balance	382,331

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	218,392
Equity Total	152,224
Equity - Aboriginal	1,448
Equity - Socio-economic	35,296
Equity - Language	5,245
Equity - Disability	110,235
Base Total	2,649,617
Base - Per Capita	97,534
Base - Location	0
Base - Other	2,552,083
Other Total	192,877
Grand Total	3,213,111

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

Parent/Caregiver TTFM results

As our parent survey in 2022 was completed by 10% of the community (7% improvement from 2021), these results are unable to be used to guide school improvement and decision making. A goal for 2023 would be to build stronger partnerships with the parent community to ensure their voice and opinions are heard and help guide our decision making. This includes sending the survey link via SMS.

Student TTFM results

In 2022, Marton Public School surveyed students in Years 4-6 (152 students) using the Tell them from me Student Outcomes and School Climate Survey.

The survey noted that there is a slight decrease in the percentage of students with a positive sense of belonging. 73% of students compared to 81% NSW Govt Norm. 91% of students display positive behaviour at school, compared to the NSW Govt Norm of 83%. Interest and motivation is an area of concern, with 49% of students expressing their interest in being motivated, compared to the NSW Govt Norm of 78%. This decreased by 7% from the start of the year to the end of the year, in student answers.

76% of students were able to identify where to go to seek help if bullied. 24% of students weren't able to identify where to go for help. This will be a focus for us in 2023 to ensure all students know where to go when they need help.

80% of students identified strong school pride and 5% disagreed with 15% unsure. This has slightly improved, however we would still like to see more students proud of their school.

Teacher TTFM results

In 2022, Marton Public School surveyed staff across the school using the Tell them from me Focus on Learning Survey. The survey noted that 50% of staff are full time temporary staff, 44% full time permanent and 6% part time permanent.

The survey showed an improvement in leadership of 2.5% as a particular area of strength (5.7% in 2021 to 8.3% in 2022), now above the NSW Govt Norm of 7.1. In line with this, 87% of staff identified that school leaders are leading improvement and change, which was a strength of our school.

Parent involvement showed a slight decrease of 0.8 possibly due to COVID restrictions for part of the year.

We remained above the NSW Govt Norm in Learning Culture, Data informs practice, Teaching Strategies, Challenging and Visible Goals, Planned learning opportunities, Quality feedback and overcoming obstacles to learning.

Our technology showed a slight decrease, just below the NSW Govt norm of 6.7 which is a focus for us in K-2 with the new STEM room created for all classes once per week to integrate technology into the curriculum. The survey showed that technology continues to remain a school focus with a particular emphasis on students setting goals for learning new technological skills and providing opportunities for students to use interactive technology to analyse, organise and present subject matter.

Particular attention will be placed on ensuring teachers have the knowledge required to engage with students on Aboriginal cultures and histories (50% felt confident, with the other 50% not feeling confident).

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.