

2023 Annual Report

Martins Gully Public School



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Introduction

The Annual Report for 2023 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

Martins Gully Public School

Bona Vista Rd

Armidale, 2350

<https://martinsgul-p.schools.nsw.gov.au>

martinsgul-p.school@det.nsw.edu.au

6772 3314

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>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: 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

Location

Socio-economic background

Low level adjustment for disability

Summary of progress

Reading Comprehension

The executive led professional learning for all staff on how to effectively analyse student Check In and PLAN2 v3 data to identify areas of need in reading. In Stage teams, teachers entered and collected reading data and analysed every five weeks. Teachers reviewed reading resources on the Universal Resources Hub to identify resources that link to the identified needs of students in their classroom which included:

- Connecting ideas in texts teaching strategies for Years 1 to 2
- Connecting ideas in texts teaching strategies for Years 3 to 4
- Connecting ideas in text teaching strategies for Years 5 to 6
- Inference teaching strategies for Years 1 and 2
- Inference teaching strategies for Years 3 and 4
- Inference teaching strategies for Years 5 and 6
- Compare and contrast teaching strategies for Years 5 to 6
- National Literacy Learning Progression
- Text Complexity document
- Text complexity module in Introduction to the progressions eLearning

Identified students requiring additional support were referred to the Learning and Support Team and targeted for intensive intervention. An initial focus on teaching and learning programs was identified.

Stage teams worked collaboratively to embed explicit teaching strategies and resources on reading comprehension that would enhance students' comprehension skills into teaching and learning programs and scope and sequences. As part of this process, teachers continue to embed the explicit teaching of comprehension using the Gradual Release of Responsibility Model.

All teachers were able to unpack, interpret, analyse and triangulate data to identify components of comprehension as a specific focus area for this year. Data sources included:

- * NAPLAN R&N Guided data pack
- * Check-in assessments results
- * Internal assessment data
- * Individual student data.

Big Ideas - Di Seimon Theory and Practice

In Term 1, the Assistant Principal Curriculum and Instruction (APC&I) provided professional learning using Di Seimon, Big Ideas and Whole Assessment. Stage teams were provided with time to explore and integrate resources into their

teaching and learning programs for a short, targeted teaching and learning cycle within an upcoming unit of study, including assessment activities. The APC&I looked for evidence of the use of universal resources during regular program supervision processes.

Universal resources and whole school practices / processes are now evident in all teaching and learning programs including evidence of teachers differentiating and catering for all differing abilities of students. Targeted small group intervention was implemented seeing positive student growth in results. Number Talks, Talk Moves and Learning Intentions and Success Criteria's are evident in all K-2 classrooms using the new syllabus.

Due to a change in staffing, the ongoing implementation of Big Ideas to Start Strong modules were not completed, and ongoing professional learning was not implemented. Initial Big Ideas professional learning was continued as a whole school approach updating data every five to ten weeks.

In 2024 the school's focus will be to embed consistent whole school practices in collection and analysing evidence in Reading and Numeracy to differentiate curriculum and provide feedback to students so that learning is maximised. This will see teachers using systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.

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
<ul style="list-style-type: none"> All students demonstrate reading growth in vocabulary and achievement from Term 1 to Term 4 using, Check - in assessment (3-6), Phonics Screening and Phonological Diagnostic assessment (K-2) and PLAN as a key data point. 	<p>The proportion of Year 5 students achieving expected reading growth from 2022 to 2023 decreased.</p>
<ul style="list-style-type: none"> All students demonstrate numeracy growth in number sense and place value and achievement from Term 1 to Term 4 using, Check - in assessment (3-6), Pre and Post Stage assessment (K-2) and PLAN as a key data point. 	<p>The proportion of Year 5 students achieving expected numeracy growth from 2022 to 2023 increased from 15% to 82%.</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

Aboriginal background
Refugee Student Support
Beginning teacher support
QTSS release
Professional learning
AP Curriculum & Instruction

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, and collegial learning culture. This has been evident through the following practices during 2023.

- All students were plotted and data analysed against Literacy and Numeracy Learning progressions V3 with a focus on Understanding Texts, Fluency, Creating Texts, Number Sense and Algebra, Check In data and anecdotal evidence gathered.
- All staff participated in professional learning that maximises Aboriginal and /or Torres Strait Islander student learning through Turning Policy into Action, Learning Pathways and, Aboriginal Histories and Culture.
- Teachers were 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 used the shared concepts and language of the Quality Teaching Model as a basis for discussion about pedagogy.
- Professional Learning Communities were established between Martin's Gully PS and other local schools through the A-Team collaboration.
- Curiosity and Powerful Theories of Action were used to drive change and support teaching and learning K-6.
- All teachers used the Australian Professional Standards for Teachers and Professional Development Plans 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.
- Curriculum reform support and familiarisation has built the confidence and capacity of staff K-6. Teaching and Learning program reflections show this.
- School executive completed Curriculum Policy Monitoring professional learning - Curriculum Self Assessment Survey.
- The Principals are leading learners with Curiosity and Powerful Learning Professional Learning.

In 2024 we will continue to use the Curiosity and Powerful Learning framework and Instructional Rounds to support our educators in developing a shared vision of quality teaching and learning using Prioritise High Expectations, Authentic Relationships and Consistent Teaching Protocols.

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>Undertake ongoing professional learning to increase knowledge about how to support the identity and diversity of Aboriginal and/or Torres Strait Islander students and how they learn.</p>	<p>All staff participated in professional learning that maximises Aboriginal and/or Torres Strait Islander student learning through identifying and analysing data, to plan individualised and differentiated learning, to ensure the achievements of Aboriginal and/or Torres Strait Islander students match or better the outcomes of all students.</p> <p>Ensure every Aboriginal student has a Personalised Learning Pathway that is developed in genuine partnership with Aboriginal and/or Torres Strait Islander students, their parents or carers and teachers.</p>
<p>Implementation of the new NSW curriculum syllabus English and Mathematics, K-2 is evident in teaching and learning programs.</p>	<p>Through quality professional learning and implementing the guiding principles of Curiosity and Powerful Learning, all classrooms are quality learning environments with lessons that feature high levels of intellectual quality and significance.</p> <p>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.</p> <p>Teachers and leaders use the shared concepts and language of the Theories of Action as a basis for discussion about pedagogy.</p> <p>All staff completed professional learning around the new NSW curriculum syllabus - English and Mathematics</p> <p>All teaching and learning programs are on Google Drive and are a working document.</p>
<p>A triangulation of summative and formative data is used within the school.</p> <p>All students are plotted and data analysed against Literacy and Numeracy Learning progressions V3 with a focus on Understanding Texts, Fluency, Creating Texts, Number sense and algebra, Check In data and anecdotal evidence gathered.</p>	<p>All students are plotted and data analysed against Literacy and Numeracy Learning Progressions V3 with a focus on Understanding Texts, Fluency, Creating Texts, Number sense and algebra, Check In data and anecdotal evidence gathered.</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

Per capita

English language proficiency

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.

PAX Good Behaviour Game wellbeing program, and You Can Do It (YCDI) lessons continue to be used to improve student wellbeing and engagement. As a result of implementing PAX Good Behaviour Game, 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.

We have:

- Fortnightly PAX word of the week identified and delivered in lessons every Monday, Whole School K-6 using word of the week.
- You Can Do It / PAX parent tips in GULGOS each week. This includes weekly information about our PAX word of the week. It also includes weekly information about attendance matters.
- PAX visions were created by students and staff collaboratively, and revisited each term and when needed.
- PAX Partner Facilitator Training completed by Executive
- A Social Worker in Schools student (SWIS) was engaged to support students and staff with wellbeing
- Attendance matters is in all school newsletters. This is to encourage parents and carers that attendance is essential #attendancematters

Future directions for 2024 include continuing with the information in newsletters about PAX and attendance and PAX word of the fortnight. Having a YCDI parent focus for GULGOS and present a parent information session around PAX.

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
75% of students according to the Tell Them From Me survey indicate a Positive Sense of Belonging	Students reporting positive wellbeing outcomes have decreased across the positive wellbeing measures. 71% 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 6.6 in 2022 to 6.8.	The school mean for Parents are Informed from the Tell Them From Me survey remained the same score of 6.6 in 2022 and 2023.
The attendance rate of students attending 90% of the time will increase from 81.7% in 2020 to 90% by 2023.	The attendance rate of students attending 90% of the time at school is 79.4%. Therefore, the number of students attending greater than 90% of the time or more has increased by 13.7% since 2022.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,084.96</p>	<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"> • Collaborative Teaching Practices <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 School Learning Support Officer time to support students' literacy and numeracy goals. The SLSO monitored and reported on the achievement of the goals.</p> <p>After evaluation, the next steps to support our students will be: To continue the employment of a School Learning Support Officer to support students in 2024.</p>
<p>Socio-economic background</p> <p>\$13,220.19</p>	<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"> • employment of additional staff to support literacy and numeracy program implementation. • professional development of staff to support student learning. • 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: An increase in the number of teachers regularly using data to change and adapt their teaching practices. A big uplift in the number of teachers regularly collecting and using student data throughout the learning process. An increase in the number of teachers making use of student learning data to gauge the impact of their teaching. Improvement in the number of teachers making use of data to help monitor how student learning is progressing.</p> <p>Students attending major excursions were provided with financial assistance when requested.</p> <p>After evaluation, the next steps to support our students will be: To pursue further work in the establishment of an assessment blueprint across the school. Teachers will need support to ensure that their assessments measure a range of levels of understanding in relation to a given topic or concept and that PLAN2 v3 reflects assessments.</p>
<p>Aboriginal background</p> <p>\$1,542.01</p>	<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</p>

<p>Aboriginal background</p> <p>\$1,542.01</p>	<p>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"> • Collaborative Teaching Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Staff participated in two professional learning activities:</p> <ol style="list-style-type: none"> 1. Turning Policy into Action 2. Personalised Learning Pathways <p>These two courses then guided the whole school's approach to Aboriginal Education and ensured that each child had an authentic personalised learning plan, developed in consultation with the child and parents.</p> <p>After evaluation, the next steps to support our students will be: To provide time for individual teachers to meet with parents to develop and review personalised learning plans.</p>
<p>English language proficiency</p> <p>\$13,632.05</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"> • Implementing Evidence Based Wellbeing Programs <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 delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phases <p>The allocation of this funding has resulted in the following impact: Employment of a School Learning and Support Officer to provide intensive literacy support, including speech therapy for students in Early Stage 1 and Stage 1. The School Learning Support Officer worked closely with individual speech therapists to provide follow-up support for students at school.</p> <p>After evaluation, the next steps to support our students will be: This support will continue in 2024 for students in Early Stage 1 and Stage 1.</p>
<p>Low level adjustment for disability</p> <p>\$98,347.87</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"> • 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 additional staff to support teachers to differentiate the

<p>Low level adjustment for disability</p> <p>\$98,347.87</p>	<p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <p>The allocation of this funding has resulted in the following impact: A whole school approach to professional learning saw all staff participate in the following professional learning.</p> <p>Connecting ideas in texts teaching strategies for Years 1 to 2 Connecting ideas in texts teaching strategies for Years 3 to 4 Connecting ideas in text teaching strategies for Years 5 to 6 Inference teaching strategies for Years 1 and 2 Inference teaching strategies for Years 3 and 4 Inference teaching strategies for Years 5 and 6 Compare and contrast teaching strategies for Years 5 to 6 National Literacy Learning Progressions Text Complexity document Text complexity module in Introduction to the progressions eLearning</p> <p>This learning was conducted by both the Assistant Principal Curriculum and Instruction and the school leadership team. In class follow-up support was provided to ensure strategies learnt and training were being implemented into teaching and learning.</p> <p>Term 3 Program evaluations and staff professional dialogue indicate a beginning understanding of how to effectively program for best practices comprehension teaching strategies.</p> <p>After evaluation, the next steps to support our students will be: Assistant Principals will provide demonstration lessons using the 'Quality Teaching Model' with reference to the Explicit Teaching dimension. Time built in to Teacher Professional Learning afternoon this term to provide discussion and feedback.</p>
<p>Location</p> <p>\$1,523.95</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"> • Data skills and use <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: All classes were provided with a technology lessons and students were taught about being responsible digital citizens. Classroom teachers were provided with additional support and training in the use of technology within their teaching programs.</p> <p>New laptops were purchased for Stage 1 classes.</p> <p>After evaluation, the next steps to support our students will be: ICT lessons will be timetabled for all classes in 2024.</p>
<p>Professional learning</p> <p>\$17,219.16</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 • Building High Performing Teachers <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$17,219.16</p>	<p>funding include:</p> <ul style="list-style-type: none"> 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: All stages continuing to work on the development of viable Scope and Sequences across all key learning areas. Our focus throughout 2023 has been on English and Mathematics. Teachers have been involved in collaborative team sessions focusing on the inclusion of learning goals in programming. The What Works Best Feedback Toolkit is used to drive the focus on High Expectations and Explicit Teaching. Teachers indicate the importance of the principal's being leading learners within the High Impact Professional Learning (HIPL) Curiosity and Powerful Learning Professional Learning. Online professional learning has been undertaken in the What Works Best and What Works Best in Practice - Assessment and What Works Best and What Works Best in Practice - Collaboration courses. Staff have expressed a better understanding of effective assessment and how it supports school improvement and enhances the learning outcomes of students. All phases of the Performance and Development Plan (PDP) cycle have been adhered to. Staff are identifying evidence to assess progress towards their individual and group goals. There is evidence of ongoing feedback, reflection and refinement of PDPs. The use of Teams for the storage of PDPs, observation records and associated evidence has made record keeping easier.</p> <p>After evaluation, the next steps to support our students will be: The focus in 2024 will be on professional learning to ensure the successful implementation of the new English and Maths Syllabus.</p>
<p>QTSS release</p> <p>\$32,314.46</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"> Collaborative Teaching Practices <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 <p>The allocation of this funding has resulted in the following impact: The Assistant Principals have developed collaborative teams and the whole school professional learning schedule. They have delivered High Impact Professional Learning sessions and worked with collaborative teams, analysing data, modelling high-quality teaching practices and supporting staff where required. Analysis of data shows that teachers believe that the executive team's actions reflect the values of all staff when making decisions.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide additional support for Assistant Principal positions in regard to leading curriculum, behaviour support and working in partnership with our school community.</p>
<p>COVID ILSP</p> <p>\$41,063.74</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

COVID ILSP

\$41,063.74

including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- 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/monitor progress of student groups
- providing targeted, explicit instruction for student groups in literacy/numeracy

The allocation of this funding has resulted in the following impact:

80% of kindergarten students are reading at or above grade level.

95% of Year 1 students are reading at or above grade level.

96% of students in Year 2 are reading at or above grade level.

Check-in assessment results have shown that all students in Years 3-5 have shown growth in comprehension this year.

After evaluation, the next steps to support our students will be:

To continue implementation of literacy and numeracy tuition. We will need to frequently analyse student assessment and record data. It will be important to look at growth of students who remain on the program. Moving forward, we will ensure ongoing Professional Learning for staff to enable consistent delivery of effective practice, including a focus on embedding the use of student data to differentiate learning in literacy and numeracy and how to effectively implement small group tuition in classrooms.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	82	80	76	78
Girls	79	87	89	83

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.5	93.6	88.3	93.6
1	94.6	94.2	91.1	91.4
2	94.4	93.5	89.6	91.5
3	94.8	95.4	90.8	92.9
4	94.8	94.7	90.7	92.6
5	95.0	92.8	90.7	92.0
6	93.4	94.4	89.9	94.7
All Years	94.7	94.1	90.2	92.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	0.4
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	2.04

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	251,247.69
Revenue	2,212,100.18
Appropriation	2,150,490.83
Sale of Goods and Services	-356.34
Grants and contributions	54,819.76
Investment income	6,878.43
Other revenue	267.50
Expenses	-2,174,604.57
Employee related	-1,915,125.18
Operating expenses	-259,479.39
Surplus / deficit for the year	37,495.61
Closing Balance	288,743.30

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.

	2023 SBAR Adjustments (\$)
Targeted Total	1,085
Equity Total	126,742
Equity - Aboriginal	1,542
Equity - Socio-economic	13,220
Equity - Language	13,632
Equity - Disability	98,348
Base Total	1,517,656
Base - Per Capita	42,943
Base - Location	1,524
Base - Other	1,473,189
Other Total	336,692
Grand Total	1,982,176

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Student Survey

Sixty-two Years 4 to 6 students completed the Tell Them From Me (TTFM) Survey in May 2023. The TTFM survey is designed to provide schools with an insight into social and emotional outcomes for students. School results are compared with NSW Government schools.

The results of the survey were as follows:

- 82% of students participate in school sports. This is comparable to the state norm of 83%.
- 71% of students feel accepted and valued by their peers. This is 10% below the state norm of 81%
- 88% of students have friends at school they can trust and who encourage them to make positive choices. This is 3% above the state norm.
- 85% of students believe that schooling is useful in everyday life and will have a strong bearing on their future. This is 5% below the state norm.
- 88% of students do not get in trouble at school for disruptive or inappropriate behaviour. This is 5% above the state norm.
- 48% of boys are interested and motivated in their learning. This is 25% below the state norm.
- 97% of girls try hard to succeed in their learning. This is 7% above the state norm.

Parent/Caregiver Survey

In September parents were invited to complete the Partners in Learning Parent survey. This survey looked at seven measures which were scored on a ten-point scale:

1. Parents feel welcome - 8.4
2. Inclusive school - 7.3
3. Safety at school - 7.7
4. School supports positive behaviour - 7.4
5. School supports learning - 7.9
6. Parents support learning at home - 8.1
7. Parents are informed - 6.6

Areas within this survey that the school scored high on include:

- I feel welcome when I visit the school - 9.2
- Teachers have high expectations for my child to succeed - 8.2
- Teachers expect my child to pay attention in class - 8.8
- My child feels safe at school - 8.8

Areas where the school could improve:

- Teachers would inform me if my child were not making adequate progress - 6.2
- Teachers maintain control of their class - 6.5
- The school helps prevent bullying - 6.5

Teacher Satisfaction

All staff completed an Appreciative Inquiry Survey on the school. The results of the survey were:

1. What do you value most about the school?

- The team that exists, from the top down. All staff are friendly and committed.
- You can be yourself, acceptance no matter what age or where you are in your career.
- Everyone is known across the school.
- Shared knowledge of community parents and families
- Collegiality, happiness and welcoming atmosphere.
- Team teaching - collaboration in learning practice everyday.

2. What areas can be improved?

- Resilience of the students
- Improved parent/community relationships and communication
- Cultural exposure for our students
- Improved empathy and understanding by the students
- Provide a holistic education

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.