

# 2024 Annual Report

## Marton Public School



**TO STRIVE TO DO MY BEST**

4431

# Introduction

The Annual Report for 2024 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School background

### 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 being a learner, who is safe and respectful, in order 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 330 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.

Students and staff are implementing Positive Behaviour for Learning protocols and processes over the next few years and our dedicated staff are highly skilled in providing learning opportunities for all students.

Through our situational analysis, we will aim to increase our value added by ensuring that every student's growth is monitored and challenging attainment levels are set. We need to ensure that our learning and support systems continue to support identified students whilst we are also extending our HPGE students to maximise their growth and attainment. Our emphasis needs to be on number sense and algebra and vocabulary.

We have also identified the need to support staff through the implementation of the new curriculum through effective classroom practice where cognitive load theory and explicit instruction are explicit practices across the school. This will be led by a leadership team that is focused on instructional leadership, shoulder to shoulder support and supporting practice that fosters growth.

We will focus on increasing the levels of students' sense of belonging and resilience so we have active, engaged learners with regular attendance while we also improve staff wellbeing and address workload pressures to ensure a manageable workload for all staff.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Strategic Direction 1: Student growth and attainment

Purpose

We need to focus on increasing our value added by closely monitoring each student's growth and setting challenging attainment levels. It is essential to provide learning and support that boosts the progress of supported students, while also extending opportunities for our High Potential and Gifted Education (HPGE) students to maximise their growth and achievement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Data Interrogation and Assessment

Resources allocated to this strategic direction

AP Curriculum & Instruction  
Per capita

Summary of progress

Enablers - InitialLit has been run daily, showing growth in Kindergarten, although inconsistencies due to staff changes, morning interruptions, and absences have affected Stage One progress. However, Stage One has shown growth with the second year of unit implementation, and ES1 has seen great benefits, especially in vocabulary development. New units are being used in Years 3-6, but fluency implementation needs more time. MiniLit and MacqLit groups have been impacted by staff changes and absences. SpellEx has shown great improvements in Year 3. RFF rostered time for collaboration with colleagues on the same grade has been effective, and planning days for stages have fostered strong collaboration on the new curriculum. Additionally, the use of essential assessments is proving successful, with more classes effectively utilising the data.

Barriers - The barriers to successful implementation include staff absence, which has impacted consistency, and a lack of time to review data and adjust programs accordingly. Frequent changes in staff throughout the year have caused disruptions, and interruptions or wasted teaching time has hindered progress.

Next Steps - Next steps include commencing buddy observations in 2025 with a focus on explicit teaching and formative assessment. There will also be further Professional Learning (PL) and discussions to refine the assessment scope and sequence. Tracking student data across K-6 will be a priority, utilising tools such as NAPLAN, Essential Assessment, and regular check-ins to inform planning and programming, starting from Kindergarten. This will ensure a more tailored approach to supporting student growth and improving outcomes across all stages.

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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Improved reading outcomes</b> An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.	2023 Term 4 data <b>Year 3</b> reading scaled score was 359.0. Check in data 2024 reading scaled score was 376.2.  2023 Term 4 data <b>Year 5</b> reading scaled score was 390.6. Check in data 2024 reading scaled score was 400.2.
<b>Improved numeracy outcomes</b> An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.	2023 Term 4 data <b>Year 3</b> numeracy scaled score was 352.8. Check in data 2024 numeracy scaled score was 350.7.  2023 Term 4 data <b>Year 5</b> numeracy scaled score was 394.7. Check in data 2024 numeracy scaled score was 397.6.

### Purpose

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Moving forward, Marton PS needs to strengthen the implementation of the new curriculum through effective classroom practice where cognitive load theory and explicit instruction are explicit practices across the school. This will be led by a leadership team that is focused on instructional leadership, shoulder to shoulder support and supporting practice that fosters growth.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Explicit teaching
- Curriculum implementation

### Resources allocated to this strategic direction

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**Professional learning**

**AP Curriculum & Instruction**

**Aboriginal background**

**Low level adjustment for disability**

### Summary of progress

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**Enablers** - We have made strong progress across several areas. The whole school has begun discussions on cognitive load theory, with Stage 1 and Stage 3 completed, and ES1 and S2 now engaged. A major focus on LISC across K-6 has included tracking survey data, completing the first round of learning walks for baseline data, and scheduling a second round. Success has been noted with familiar casual staff and well-organised programming, ensuring continuity. Explicit teaching has been prioritised, focusing on correct metalanguage and contextualised units of work. Curriculum planning days have been highly beneficial in supporting staff understanding of the new syllabus. Moving forward, we will continue discussions on cognitive load theory, with more focus on APs in classrooms to model best practices. Timely feedback for students will also become a key focus, along with incorporating a 'learning love' sharing session at team meetings to focus on curriculum development.

**Barriers** - Openness to feedback and self-reflection include fear of criticism, lack of time, a fixed mindset, and insufficient support. A lack of trust, ineffective feedback, and resistance to change also hindered growth. Additionally, personal insecurities or receiving too much conflicting feedback can make it difficult to reflect and plan for the future. Creating a supportive and collaborative environment can help overcome these challenges.

**Next Steps** - We will continue discussions on cognitive load theory with staff through Professional Learning (PL) to deepen understanding. There will be a greater focus on Assistant Principals (APs) working directly in classrooms to support staff by modelling best practices. Timely feedback for students will also be prioritised to support their growth. Additionally, we will introduce a 'learning love' sharing session at team meetings, allowing colleagues to focus on sharing insights and strategies related to the curriculum. Next steps also include holding stage meetings and dedicating time in Professional Learning (PL) to adapt and adjust Learning Intentions Success Criteria (LISC) strategies while embedding High Potential and Gifted Education (HPGE) practices. We will continue to contextualise units of work, ensuring consistency across stages. Additionally, there will be a stronger focus on gathering and utilising student feedback to inform teaching and improve outcomes.

## Strategic Direction 3: Student and Staff wellbeing

### Purpose

At Marton PS, we need to increase the level of students' sense of belonging and resilience so we have active, engaged learners with regular attendance while we also improve staff wellbeing and address workload pressures to ensure a manageable workload for all staff.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year School Excellence Plan and the achievement of school improvement measures.

- Student & Staff Wellbeing
- Attendance

### Resources allocated to this strategic direction

#### Per capita

### Summary of progress

Attendance is reviewed every 5 weeks, with the attendance team. The team has targeted students or families who may have needed support with their attendance. Majority of students not attending school was due to planned family holidays. Trends are noticed and discussed. As a whole staff we have looked into a mental fitness program called Gotcha4Life, which we are hoping to receive a 3 year scholarship and implement for students, staff and parents in 2025-2027 in line with SD3.

Enablers: Enablers include the creation of a Tier 1 flow chart and lanyard for all classes, which provides a clear structure for Positive Behaviour for Learning (PBL), and the initiation of explicit PBL lessons for all students, setting a strong foundation for expected behaviours. Additionally, attendance emails sent to parents at the end of each semester help foster parent involvement and recognise students with strong attendance. Wellbeing weeks for staff worked well. The Attendance team met early in the year, but there were delays due to Scout data not being updated and the transition from Sentral to School Bytes. An attendance tree display has been placed near the staff room, though it is yet to be fully implemented. On a positive note, the attendance incentives, using a raffle system every Friday, are working well and encouraging student participation.

Barriers: Barriers include the lack of data tracking with PBL, which hindered the ability to measure progress effectively. Despite discussions and professional learning around whole school initiatives, no initiatives have been fully implemented yet. The workload remains high as staff navigate new units, making it difficult to fully engage with and implement these strategies.

Next Steps: The next steps include implementing data tracking with PBL to better measure progress and inform decision-making. Full implementation of whole school initiatives should be prioritised, ensuring that the discussed strategies are actively put into practice. Continued focus on teaching and reinforcing explicit PBL lessons will help embed these behaviours across the school. Additionally, streamlining workloads where possible will allow staff to better navigate new units and fully engage with these initiatives. Regular review and refinement of strategies will ensure ongoing improvement and success. We need to continue to create ways to take away from the workload - by providing planning days, cutting out unnecessary talk at team meetings so the focus can be on curriculum, coffee van mid week, extra RFF for those teachers who have a large class and continue to focus on week 10 as wellbeing week with no meetings. Next steps would also include finalising and setting up the attendance trees, with discussions to be held with the attendance team and all staff. Class teachers will continue to ensure that the attendance raffle reward choices are relevant and student-driven. Additionally, staff need to be consistent in following up on student absences after three days to ensure timely and appropriate responses.

### 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 School Excellence Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Attendance</b> A whole school approach to attendance	The implementation of a whole school approach to attendance data analysis has helped to identify trends and areas for growth.

data analysis is implemented to identify attendance trends over time and areas for growth.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$148,996.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• consultation with external providers for the implementation of evidence based literacy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Many students improved in their confidence and ability to perform tasks at their level. They were supported to achieve academically and socially or to ensure their health needs were supported. The integration funding support (IFS) allocations at Marton Public School benefit students by providing the additional resources and support needed for those who require moderate to high levels of adjustment. This funding ensures that eligible students receive personalised assistance, enabling them to fully participate in mainstream classes. With targeted support, these students accessed the curriculum more effectively, developed their skills at their own pace, and experienced a more inclusive learning environment. Ultimately, IFS enhanced their educational experience, promoted engagement, and supported their academic and social growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next steps will include further tailoring support strategies based on individual student needs, ensuring that adjustments are continuously monitored and adapted for optimal learning outcomes. Ongoing professional development for staff in inclusive teaching practices and differentiation will ensure that teachers are equipped to meet the diverse needs of these students. Additionally, increasing collaboration between classroom teachers, support staff, and families can strengthen the support network for students. Regular assessments and feedback from students, families, and staff will help identify areas for further improvement, ensuring that integration funding continues to have a positive impact on student success.</p>
<p>Socio-economic background</p> <p>\$23,020.68</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through MiniLit and MacqLit to support student learning</li> <li>• employment of additional staff to support MiniLit and MacqLit program implementation</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Our school caters to the needs of our students who are experiencing educational disadvantage as a result of their socio-economic background. Consistent and explicit teaching of an evidence based intervention program such as MiniLit and MacqLit has supported this.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next steps will include expanding targeted support programs that address</p>

<p>Socio-economic background</p> <p>\$23,020.68</p>	<p>the specific needs of students from socio-economically disadvantaged backgrounds, such as tutoring, mentoring, or after-school learning initiatives. Providing additional resources like learning materials, access to technology, and extracurricular opportunities can further reduce barriers to education. Strengthening partnerships with local community organisations and families can also ensure that support extends beyond the classroom. Regular monitoring of student progress and engagement will help identify gaps and adjust interventions as needed, ensuring that all students have the opportunity to succeed academically despite socio-economic challenges.</p>
<p>Aboriginal background</p> <p>\$3,942.95</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum implementation</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The use of Aboriginal background equity loading at Marton Public School has significantly supported Aboriginal students by providing tailored resources and strategies that address their unique learning needs. This funding has improved their performance in key areas like literacy and numeracy, while also promoting cultural pride through the integration of culturally relevant teaching practices. As a result, Aboriginal students are better equipped to succeed academically and engage with their education, contributing to a more inclusive and equitable school environment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next steps include strengthening culturally responsive teaching practices across all subjects and expanding professional development for staff on Aboriginal education and cultural competency. Continued monitoring of student progress will help identify areas for improvement, while increasing engagement with Aboriginal families and the community ensures their perspectives are reflected in support strategies. Further investment in tailored programs and resources will continue to enhance academic outcomes and help Aboriginal students reach their full potential.</p>
<p>English language proficiency</p> <p>\$20,408.43</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Supporting our EAL/D students through initiatives like consistent, explicit teaching focused on literacy and numeracy, additional in-class EAL/D support significantly enhanced their learning experience. These strategies ensured that students received tailored instruction to overcome language barriers, build foundational academic skills, and participate fully in class. By differentiating instruction and providing targeted support, students felt more</p>

<p>English language proficiency</p> <p>\$20,408.43</p>	<p>confident, motivated, and supported into the school community. This holistic approach not only fostered academic growth but also promoted social inclusion, cultural sensitivity, and overall well-being.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next steps will include regularly assessing the progress of EAL/D students to ensure the support provided is meeting their needs, and adjusting teaching strategies as necessary. Ongoing professional development for teachers on best practices for supporting EAL/D students to enhance their ability to differentiate instruction and integrate culturally responsive teaching. Additionally, fostering stronger collaboration between co-teachers and specialists could help refine the support provided. Expanding peer mentoring programs and promoting language-rich activities could further help EAL/D students to build confidence and communication skills, while encouraging a more inclusive school culture.</p>
<p>Low level adjustment for disability</p> <p>\$151,343.18</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum implementation</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Learning and Support Team (LaST) working across the school to support students with additional needs has greatly benefited students by providing tailored, targeted support both in the classroom and playground. Through Personalised Learning and Support Plans (PLaSPs), the LaST teachers have ensured that students receive individualised instruction and accommodations, helping them to access the curriculum and participate in all school activities. By regularly meeting with class teachers, the LaST fosters a collaborative approach, ensuring that everyone involved is aligned in supporting each student's progress. Additionally, by having supportive School Learning Support Officers (SLSOs) in the classroom and playground, the team ensures that students' needs are consistently met in both academic and social settings, promoting a more inclusive and supportive environment for all learners.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next steps include further strengthening the collaboration between the LaST, class teachers, and SLSOs by establishing regular check-ins to monitor student progress and adjusting support strategies as needed. Expanding professional development opportunities for all staff on inclusive teaching practices and supporting students with additional needs would ensure that everyone is equipped with the latest strategies. Additionally, involving students more in their own learning plans through self-reflection and goal-setting could promote greater ownership of their progress. Strengthening partnerships with external agencies or specialists could also provide additional expertise and resources to better support students' individual needs.</p>
<p>Professional learning</p> <p>\$24,074.25</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 procedures at Marton Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p>

<p>Professional learning</p> <p>\$24,074.25</p>	<ul style="list-style-type: none"> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> <li>• other methods of learning designed to improve student outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This approach has significantly benefited students by creating a more consistent, effective, and collaborative learning environment. By supporting teachers to observe best practices in other classrooms and having APs model effective teaching during curriculum planning days, teachers are able to refine their skills and implement proven strategies that directly enhance student learning. The use of clear learning intentions and success criteria ensures that students understand exactly what is expected of them, while timely and specific feedback helps them make targeted improvements. As teachers employ evidence-based strategies and monitor student progress, they can adjust their approach to maximize learning outcomes. Celebrating successes and sharing what works best in weekly team meetings fosters a culture of continuous improvement, benefiting students by ensuring that the most effective teaching methods are consistently applied across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next steps will include further enhancing the peer observation process by creating structured opportunities for teachers to observe and collaborate with colleagues in different subject areas or year levels, fostering cross-curricular best practice sharing. Additionally, providing ongoing professional development focused on data-driven teaching strategies could help teachers more effectively use student progress data to tailor their instruction. Expanding the use of formative feedback by encouraging students to self-assess and reflect on their learning could further improve engagement and outcomes. Finally, continuing to celebrate and share successful teaching practices during team meetings will ensure that effective methods are consistently applied, while also supporting a culture of continuous learning and improvement for both teachers and students.</p>
<p>QTSS release</p> <p>\$73,971.75</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The impact on students from these mentoring initiatives has been significant in enhancing their learning experience. By ensuring consistent and explicit teaching with a focus on literacy and numeracy, students received clear, structured instruction that helped them build strong foundational skills across all year levels. Additional staffing to support staff collaboration allowed for the implementation of high-quality, well-coordinated curriculum strategies, benefiting students with more cohesive and effective learning plans. APs using release time to team teach and model best practices directly improved classroom teaching, offering students exposure to diverse instructional techniques and strategies that catered to their needs. As a result, students experienced better engagement, stronger academic growth, and a more enriched learning environment, with the benefit of continuous professional development for teachers contributing to their ongoing success.</p>

<p>QTSS release</p> <p>\$73,971.75</p>	<p><b>After evaluation, the next steps to support our students will be:</b>  Next steps will include further expanding the mentoring program by increasing opportunities for teachers to collaborate with a wider range of colleagues, including specialists and external experts, to share innovative practices. Providing targeted professional development based on student progress data could help teachers refine their skills in specific areas where students need the most support. Additionally, integrating more student-centered feedback loops into the teaching process could allow for greater student involvement in their own learning journey, promoting self-reflection and goal-setting. Strengthening partnerships between APs and teachers through ongoing co-teaching opportunities and regular feedback sessions would ensure sustained improvements in teaching practices. Lastly, continuing to monitor and evaluate the effectiveness of the mentoring program will help identify areas for growth and ensure that students consistently receive the highest quality education.</p>
<p>Per capita</p> <p>\$57,887.05</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Marton Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Interrogation and Assessment</li> <li>• Student &amp; Staff Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Using teacher expertise within the school setting to provide professional learning and support to colleagues</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The impact on students from these initiatives has been largely positive, though with some challenges. In Kindergarten, consistent use of initialLit every day has contributed to noticeable growth, particularly in vocabulary acquisition. Stage One saw slower progress due to interruptions, but growth became evident in the second year of implementation, showing the importance of continuity. In years 3-6, the introduction of new units has had benefits, but more time is needed for full fluency development. MiniLit and MacqLit groups faced setbacks due to staff absences, but when implemented, these programs helped boost literacy development. SpellEx in Year 3 has proven successful, with significant improvements observed. The RFF rostered time allowed for effective collaboration among colleagues, enriching the teaching experience, while planning days for stages facilitated strong teamwork on curriculum development. The use of Essential Assessment has been valuable in guiding instruction, with more classes now using data to inform teaching decisions, leading to targeted support and improvements in student outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Next steps would include ensuring greater consistency in minimising disruptions in order to maintain the momentum of programs like MiniLit and MacqLit, which have shown potential for improving student outcomes. Additional training and support for teachers in Stage 3-6 on implementing fluency in the new units would help ensure these programs reach their full potential. Expanding the use of InitialLit across the school and continuing to build on the vocabulary growth seen in ES1 would further strengthen foundational literacy. To address the challenges with staff changes, creating a more robust system for managing absences and ensuring continuity in small group programs could help maintain progress. Continuing to use Essential Assessment data effectively and involving teachers in regular data review sessions will ensure that teaching strategies are responsive to student needs. Lastly, fostering further collaboration during planning days and RFF time will help teachers refine their practice and align instructional approaches for greater consistency and impact across year levels.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$134,556.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key</p>



<p>AP Curriculum &amp; Instruction</p> <p>\$134,556.00</p>	<p>partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Interrogation and Assessment</li> <li>• Curriculum implementation</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• lead evaluative practice where a range of data supports the analysis of literacy and numeracy teaching and learning across the school</li> <li>• collaborate effectively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students regarding literacy and numeracy through the curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The benefit to students from strong instructional leadership by the Assistant Principal Curriculum Instruction (APCI) is significant. By coordinating professional learning for teachers, the APCI is equipped with the latest, evidence-based teaching strategies, which directly enhance the quality of instruction students receive. Monitoring student outcomes allows APs to identify areas where students may need additional support or adjustments in their learning, ensuring that teaching is responsive to students' needs. The involvement of families as key partners in student learning helps to create a supportive home-school connection, reinforcing learning and ensuring students have consistent support both in and out of school. This holistic approach will lead to improved academic outcomes, stronger student engagement, and a more collaborative and supportive learning environment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Next steps could include continuing to strengthen the partnership between families and the school by providing more opportunities for family engagement, such as workshops or regular communication about student progress. To further support teachers, ongoing professional learning could be tailored to address specific needs identified through student outcome data, ensuring that instructional practices remain effective and relevant. The APCI could also implement more frequent data reviews to monitor progress and adjust teaching strategies in real-time, ensuring that all students receive the targeted support they need. Additionally, fostering a culture of collaboration across staff and across year levels can ensure that best practices and successful strategies are consistently shared, supporting all students in their learning journey.</p>
<p>Small group tuition (SGT)</p> <p>\$16,279.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Marton Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the School Excellence Plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• using support staff to lead small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Small group tuition provided targeted, focused support for students who were impacted by COVID and other disruptions, allowing them to catch up on missed learning. By working with a support teacher three times a week, students received individualised attention and tailored instruction, which helped accelerate their progress. Consistent and explicit teaching across Kindergarten to Year 6, with a strong literacy and numeracy focus, ensured that all students had access to high-quality instruction, while engaging specialist staff to collaborate with classroom teachers enhanced teachers' ability to meet the specific literacy needs of identified students. This collaborative effort led to better outcomes for students, as teachers were equipped with the skills and strategies necessary to support diverse learners effectively. The overall result was increased student engagement, improved literacy and numeracy skills, and a more targeted approach to addressing</p>

Small group tuition (SGT)  \$16,279.00	learning gaps.  <b>After evaluation, the next steps to support our students will be:</b> Next steps include expanding the small group tuition model to support more students who are still facing learning gaps, particularly those impacted by disruptions like COVID. It would be beneficial to ensure that these groups are consistently monitored and assessed to track progress and make adjustments as needed. Continuing to provide professional development for teachers, particularly on effective differentiation strategies, will further enhance their ability to meet the diverse needs of students. Additionally, increasing collaboration between classroom teachers and specialist staff can help create more personalised learning plans for students, ensuring that their literacy and numeracy needs are addressed more effectively. Regularly reviewing student data and involving families in the learning process can also help reinforce the support students receive both in and out of school.
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## Student information

### Student enrolment profile

	Enrolments			
Students	2021	2022	2023	2024
Boys	207	199	179	177
Girls	179	159	158	159

### Student attendance profile

School				
Year	2021	2022	2023	2024
K	96.2	92.8	95.4	93.8
1	96.1	91.4	94.3	93.6
2	93.6	91.5	93.0	92.6
3	95.7	89.6	93.9	94.2
4	95.7	88.7	93.2	91.9
5	94.4	90.5	92.2	91.5
6	93.2	88.8	93.4	92.4
All Years	94.9	90.3	93.5	92.8
State DoE				
Year	2021	2022	2023	2024
K	92.8	87.9	91.1	91.0
1	92.7	87.4	90.5	90.2
2	92.6	87.8	90.8	90.3
3	92.7	87.6	90.9	90.3
4	92.5	87.4	90.6	90.1
5	92.1	87.2	90.3	89.6
6	91.5	86.3	89.8	89.1
All Years	92.4	87.4	90.6	90.0

### Attendance

Attendance data is based on Semester 1. Data is suppressed at grade-level if there were 5 or less students at the school in the specific grade. Schools with 5 or less total enrolments will have all their attendance data suppressed.

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 2023/2024, 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 was 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

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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)	3.8
Classroom Teacher(s)	11.62
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*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, prioritised permanent employment for Aboriginal and Torres Strait Islander teachers, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2024, 2.3% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2024 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	3.30%
Teachers	3.30%	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 six 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 2024 to 31 December 2024. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2024 <b>Actual</b> (\$)
<b>Opening Balance</b>	191,995.07
<b>Revenue</b>	3,677,025.10
Appropriation	3,448,054.11
Sale of Goods and Services	799.07
Grants and contributions	220,810.62
Investment income	7,361.30
<b>Expenses</b>	-3,680,416.10
Employee related	-3,368,200.82
Operating expenses	-312,215.28
<b>Surplus / deficit for the year</b>	-3,391.00
<b>Closing Balance</b>	188,604.07

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.

	2024 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	160,629
<b>Equity Total</b>	198,715
Equity - Aboriginal	3,943
Equity - Socio-economic	23,021
Equity - Language	20,408
Equity - Disability	151,343
<b>Base Total</b>	2,677,177
Base - Per Capita	57,887
Base - Location	0
Base - Other	2,619,290
<b>Other Total</b>	383,672
<b>Grand Total</b>	3,420,194

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

## Parent/caregiver, student, teacher satisfaction

Our parent survey in 2024 showed that 25% of our community completed the survey. This is an improvement since 2022 (10%) and 2021 (7%). We have continued to improve in receiving feedback from our community. The areas showing improvement include that the school supports positive behaviour, parents feel welcome when they visit the school (7.6), being well-informed about school activities and teachers show an interest in student learning (6.8). Areas for focus would be working on improved communication with the Principal and staff, ensuring parents and family members are well informed about school activities and their child's progress.

In 2024, Marton Public School surveyed students in Years 4-6 (137 students) using the Tell Them From Me Student Outcomes and School Climate Survey. The survey noted that there is a notable increase in sense of belonging, now above the state norm. There has been a 9% increase from 66% in 2023 to 74% in 2024. In addition to this, 82% of students now reveal they would have someone to turn to at school for support. Areas of focus for our students will be in ensuring our bathroom facilities are well looked after as this was an area students didn't feel was well maintained.

In 2024, Marton Public School surveyed staff across the school using the Tell Them From Me Focus on Learning Survey. The survey noted that 39% of staff completed the survey, 13% have been teaching for 16 yrs or more, 53% for 5-16 yrs or more, 13% for 3-5 yrs of teaching, 20% for 13 months to 2 years. Our strength areas show school leaders create a safe and orderly school environment, teachers discuss learning problems of particular students with other teachers and they set high expectations for student learning. A focus area for our school and teaching staff would be for school leaders to take time to observe teaching practices and helping students set goals for learning new technological skills.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for 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

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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.