

Martindale Public School

Annual Report



2016



2492

Introduction

The Annual Report for 2016 is provided to the community of Martindale Public School as an account of the school's operations and achievements throughout the year.

I am proud of the continuing academic improvement at Martindale Public School indicating our strategies focused on individual student needs are indeed working.

Our success has been enabled through the absolute commitment of our teaching staff and the funding initiatives that have allowed us to supplement our staffing. Focused, differentiated learning groups for Literacy and Numeracy are therefore possible and enabling students to achieve greater success.

- All teaching staff participated in the Quality Teaching Rounds project with Newcastle University and nineteen other schools under the guidance of Professor Jenny Gore
- New Infants staff were trained in Learning Language, Literacy and TEN to continue targeting and improving the developmental skills in Kindergarten, Year 1 and Year 2, as a continuing initiative of the Early Action for Success funding model.
- Excursions that offer broader educational experiences and exposure to the wider world are planned and implemented with ongoing funding support offered by the P&C to enable all students to participate. 2016 saw Infants students undertake a visit to the Reptile Park on the Central Coast. Primary undertook a week long visit to our nation's capital, Canberra to participate in many Civics programs. This excursion is the highlight of our four year cyclic Primary excursion rotations and included a fantastically fun day in the snow at Perisher. Other small excursions were undertaken for more specific curriculum augmentation.

This report 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.

I certify that the information provided in this report is the result of a rigorous school self-assessment review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Sharon Rivers

Principal

School contact details

Martindale Public School

670 Martindale Rd

Martindale, 2328

www.martindale-p.schools.nsw.edu.au

martindale-p.School@det.nsw.edu.au

6547 3502

School background

School vision statement

At Martindale Public School, our vision is to prepare confident, proud and proactive learners and citizens who will successfully meet the diverse challenges of the rapidly changing world of the 21st Century.

We aim to teach and guide each of our students to gain the tools and skills needed to be highly engaged learners who are curious about their world and to fulfil their potential learning and life goals including building emotional and ethical qualities and understandings.

We endeavour to develop appreciation and inclusivity of the increasing diversity of cultures, including indigenous Australians, in our larger community. It is our aim that students be respectful, resilient and take responsibility for their actions.

The school and its community have high expectations of students and value the provisions of a variety of learning opportunities which enhance the students' knowledge of the world in which they live. Through quality teaching and many varied programs, we work collaboratively as a staff and community to achieve our vision statement;

"Where the school and the community work actively together preparing the children for the challenges of the future."

School context

Martindale Public School is a small, rural school existing without a village, so it is truly the "heart" of the community. Nestled in the Martindale Valley and with Wollemi National Park visible on both sides of the valley, we are close to the nearby communities of Denman And Muswellbrook.

The school caters principally for the families of the Martindale Valley and Bureen area, just as it has done since 1926. Some students from Denman also seek out the small 'family' environment offered at our school.

School enrolment figures have averaged in the high teens over the last five years. Currently there are students who identify as ATSI and there is a higher proportion of girls to boys.. Almost half our families represent single or broken homes.. The schools Family Occupation and Educational Index (FOEI) rating is 144 which indicates high proportions of disadvantage.

The teaching staff consists of the Principal and one temporary teacher. There is one temporary part-time administrative staff, and one temporary School Learning Support Officer, and a part-time GA.

Martindale Public School consists of two separate classrooms, a combined library, administrative area and principals office', as well as a staffroom/canteen. Well-maintained grounds comprising of mature trees on the boundaries and two open grass areas provide a safe and secure environment. We have fixed play equipment incorporating a cubby and a separate sandpit. Our chook pen and vegetable garden, provide students with the opportunity for leadership and environmental education activities.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies implemented throughout the year. We examined the school plan to determine the elements of the School Excellence Framework that our plan most strongly addressed.. Staff reflected on the progress being made across the school based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of **Learning**, our school plan has concentrated on learning culture with some aspects of wellbeing. Staff have worked hard to enrich students learning within lessons by building their capacity to set their own directions and expectations of the tasks. There is a school-wide, collective responsibility for student learning and success, with high

levels of student, staff and community engagement. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. As we promote 21 Century learners we provide opportunities for our students to become problem solvers and work collaboratively for a shared common goal.

Within the domain of **Teaching**, we have focused on collaborative practice and professional standards. As enhanced by the Quality Teaching Rounds, staff were able to collaborate within and across stages and schools, to provide opportunities for classroom practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes. Inter school and within school relationships provide mentoring and coaching support to ensure the ongoing development of all staff. The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary knowledge and teaching practices, and rely on evidence-based teaching strategies.

Leading has focused on Leadership and School Resources. The school community is positive about educational provision and links exist with communities of schools to support the school's programs. Leadership development is central to school capacity building and the school leader has sought out appropriate professional development in leadership. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. Workforce planning, enabled by the new funding model, supports curriculum provision and the recruitment of high quality staff.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Engaged and self-motivated learners

Purpose

Students will become successful, co-operative learners, who are deeply engaged and self-motivated, taking responsibility for ongoing learning. They will become confident, creative individuals who are informed and active citizens of our society consistent with the goals of the Melbourne Declaration.

Overall summary of progress

Students are building in their skills to set achievable personal learning goals reflective of their own needs in literacy and numeracy. Learning is becoming more relevant as students realise their learning is for them. 21st Century learning practices are seeing students becoming more engaged as active participants in their own learning. Early Action for Success initiative provided additional support for K/1/2 students in the targeted areas of literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students are able to identify their own learning needs as 21st century learners as evidenced in student goal setting across broader fields.	All students K–6 are developing skills to identify a strategic number of learning goals in literacy and numeracy with a focus on achievable goals in short time frames.	Nil
Majority of students at stage appropriate level as evidenced in PLAN data.	PLAN data analysis showed showed 75% of K–2 students were at stage appropriate level of literacy and numeracy, whilst 81% of Primary students were at a stage appropriate level of literacy and numeracy.	\$16997
Children willingly accept and look for leadership roles and opportunities within the school and community.	All senior students took on areas of responsibility and leadership with all seniors participating in the ANZAC and Remembrance Day services. A number of fundraising activities were organised by students throughout the year to raise money for Stewart House and the local Red Cross branch.	Nil

Next Steps

- Continue to develop student capacity in goal setting in literacy, numeracy and technology
- Enhance student engagement with continued 21 Century teaching models where children become more and more self motivated for improvement
- Further develop and access outside leadership opportunities
- Identify students to target with focused resilience activities to be implemented across stages



Strategic Direction 2

Innovative, inspiring teachers and leaders

Purpose

Research indicates that teachers have the greatest impact on student outcomes. To this end our teachers will provide safe learning environments where students feel empowered to think creatively and become the facilitators of self-directed learners. They will be innovative, dedicated and inspiring leaders of learning where students are inspired to be curious, adopt problem solving skills with intellectual rigour and engage in leadership opportunities.

Overall summary of progress

Inclusion in the Quality Teaching Rounds was made possible by a Community of Schools funding grant. This enabled gaining in-depth knowledge of the quality teaching framework and its application within and across classrooms. It also allowed for modelled and practiced implementation into the classroom setting as witnessed by strong classroom observations. New ES1/S1 teachers were trained in L3, Best Start and PLAN all building skills to support optimum student learning. Our access to an Instructional Leader was improved enabling the development of consistency in analysing student work samples and data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff to participate in Newcastle University supported Quality Teaching Rounds and build quality classroom teaching practice through collaboration with staff across learning communities. This will lead to improved classroom teaching practice and student engagement and learning.	Staff competent at using the Quality Teaching Framework as the basis for planning dynamic interactive lessons that promote positive learning for students. Broader collegial network established for support and sharing of positive ideas.	Nil
Classroom programs that foster 21st century learning through the NSW English Curriculum and the new Science and Technology Curriculum. Pilot programs developed in Coding and Robotics	Training undertaken in key aspects of our school directions ie Literacy and Numeracy in the EAfS model. Professional learning developed around cohesive understanding of new curriculum practices.	\$2000
Staff further trained in application of data use and planned programming reflecting the ongoing needs of each individual student.	Instructional Leader guiding reflection on student assessment to promote consistency of judgement.	Nil

Next Steps

- Continuing professional development for teaching staff in the areas of Literacy and Numeracy
- Further build capacity of staff to become competent in implementation of other KLA's and seek training where available or relevant
- Appointment of a part time Instructional Leader who will work in our school one day per week through the EAfS initiative
- Review and develop scope and sequences across KLA's to consolidate the orderly presentation of curriculum

Strategic Direction 3

Cohesive learning community

Purpose

Students will become the most successful learners where all stakeholders have relevance to and understanding of the needs and aspirations of the learners, providing support and assistance to the learner and modelling the strength of a cohesive community.

Overall summary of progress

Over 50% of families represented at meetings that involve learning about future directions of student learning, new aspects of curriculum and the continuum of learning. Parents proactively coming up with ideas to further promote our school in the broader community. Quality promotion brochure published and distributed. Full participation at many of our parent initiated activities showing wonderful community support and involvement. Our school camp out was extremely well supported. Extended Kinder Transition program well received by affected families.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
30 % of community members playing an active role in the participative decision making and actively involved in the key areas of school life.	Over 50 % of families represented typically at meetings regarding future directions of education particularly Literacy and Numeracy.	Nil
Education is a valued commodity by all as evident in high levels of student attendance and high participation rates at school coordinated community activities.	School attendance data well above State average including our Indigenous students. Almost all families involved in community co-ordinated activities such as Australia's Biggest Morning Tea, Mother's Day Luncheon, Father's Day Breakfast and Open Days.	Nil
Community members working collaboratively with the school to develop a new advertising brochure to promote our school amongst new families to the area. Reviews of community expectations and desires for school promoted adult learning such as a 'Bookclub'.	Production of brochure with input from families regarding key features of our school which was distributed to the wider community. Opportunities for learning were offered for parents in our community.	Nil

Next Steps

- Renew offers of adult learning in an after school setting ~ invigorate bookclub
- Provide workshops in requested fields as ascertained in surveys
- Continue to develop opportunities for parents to come and participate in targeted learning opportunities with their child.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal Education has remained a focused area of inclusion to lift knowledge and success of all students.</p> <p>Resources purchased to build knowledge and understanding of ATSI culture and customs, including books for use specifically in Literacy, and also across Key Learning Area's.</p> <p>Participation in a Small Schools Aboriginal Education Day at Murrurundi PS including mixed school learning groups participating in a range of cultural activities.</p> <p>NAIDOC week activities to build knowledge of Aboriginal history and celebration.</p> <p>"First Contact" workshop at the National Museum, where under the guidance of an Aboriginal teacher, students were able to hold and view Primary sources and gain an insight into heritage and impact of the First Fleet contact.</p> <p>Walkabout Park excursion enabling students to gain knowledge of 'Bush Tucker', use of indigenous plants and animals, rock carvings and local gathering places.</p>	\$1652
Low level adjustment for disability	Additional teacher time purchased to assist with quality literacy and numeracy instruction.	\$2392
Socio-economic background	Additional classroom teacher supplementation to cater for quality, explicit instruction in literacy and numeracy in K, 1, 2 over four part days per week.	\$16529
EAFS	<p>Early Stage One teacher commenced L3 ES1 and Targeted Early Numeracy training.</p> <p>Specific L3 reading resources and TEN resources purchased to supplement implementation of classroom programs.</p> <p>Additional classroom teacher supplementation to cater for explicit instruction in literacy and numeracy K,1,2 on four part days per week.</p>	<p>Training Grant \$ 2000</p> <p>Innovation Grant \$4062</p> <p>Intervention Allocation \$16 997</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	12	12	7	5
Girls	10	11	9	10

Proportion of girls to boys is becoming higher.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	98.2	100	97.3
1	97.4	97.8	99.1	100
2	98.6	95.7	96.5	98.7
3	93.8	98.1	97.8	100
4	93.7	94.9	97.3	97.3
5	97.7	92.9	94.8	94
6	94.3	98.9	95.6	94.6
All Years	95.8	96.6	96.9	96.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Martindale PS attendance continues to be well above the State average and is indicative of the commitment to education of the families as well as the engagement of students with their school work. Families are informed of attendance requirements and of notification of planned or actual absences.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

One staff member identifies as Aboriginal while all staff members exhibit open acceptance of other employees and great collaboration for school improvement.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

Funding of Key Initiatives directed much of our professional learning in 2016. Our professional learning supported the Strategic Directions in Teaching and Learning specifically targeting literacy and numeracy strategies in line with Early Action for Success.

- L3 Kindergarten
- Targeted Early Numeracy
- Best Start
- Quality Teaching
- NSW Science and Technology Syllabus
- NSW English Syllabus
- NSW History Syllabus
- Middle Years Literacy
- Teaching Standards and Professional Development Plans
- Accreditation familiarisation
- Child Protection
- CPR and e-Emergency

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	49 075.48
Global funds	54 294.68
Tied funds	59 403.50
School & community sources	15 410.69
Interest	1 056.44
Trust receipts	3 037.30
Canteen	0.00
Total income	182 278.09
Expenditure	
Teaching & learning	
Key learning areas	6 027.32
Excursions	10 672.44
Extracurricular dissections	2 044.18
Library	1 735.61
Training & development	4 111.54
Tied funds	62 430.46
Short term relief	1 037.13
Administration & office	24 555.52
School-operated canteen	0.00
Utilities	6 324.45
Maintenance	3 455.23
Trust accounts	2 834.94
Capital programs	0.00
Total expenditure	125 228.82
Balance carried forward	57 049.27

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Parent/caregiver, student, teacher satisfaction

Our school constantly seeks to inform and involve the school families in our school so that we stay true to our vision statement, "...school and community working actively together...."

In 2016, **Students** responded to the broad range of learning opportunities;

- Students felt connected to the schools motto, "Courtesy and Honour", and that it reflected a positive attitudes approach
- Students from K–6 are strongly engaged with our 2016 technology lessons that have included Coding and Robotics
- All students felt that our daily PE program is beneficial to their health and fitness and helps them to work better in class

- Year 5 and Year 6 students engaged in the transition to High School programs were enthusiastic about their future pathway and opportunities for learning

Teachers felt confident that their teaching practice was quality instruction, engaging, and incorporated programming practices in line with the New South Wales curriculum.

- Felt that professional learning was focused on school goals and teacher needs
- Professional goals were supported in terms of teacher focus
- Knowledge of Key Initiatives were improving learning outcomes for students
- Staff felt part of an inclusive learning community

Families indicated high levels of satisfaction with all aspects of the school in 2016 with specific focus on;

- Strength of IT programs including Coding and Robotics strongly engages students
- Our school motto reflects a positive attitude approach to life
- School excursions in 2016 supported and enhanced classroom learning
- Opportunities for parent learning were given
- Teachers strongly supported student learning



Policy requirements

Aboriginal education

Martindale PS proactively includes aspects of Aboriginal culture and history into all aspects of learning as opportunities arise. Our Literary resources include newly purchased books of Aboriginal and Torres Strait Islander focus which assist understandings across KLA's. Primary students on an excursion to the National Museum, participated in a workshop entitled "First Contact". This enabled students to view and handle some Primary sources as well as be instructed by an Aboriginal teacher regarding culture and history. Our whole school participated in a combined Small Schools day at Murrurundi, where several different aspects of Aboriginal culture were presented including a dance performance by an Aboriginal dance group from Wallhollow PS. A term four excursion took our whole school to "Walkabout

Park" on the Central Coast. This allowed a day of being virtually in the bush, seeing animals and birds indigenous to that area, having local bush tucker identified and where possible trialled, learning about the local gathering points and reasons for, seeing the ancient rock carvings of megafauna as well as bush medicine and use of available materials to make necessary items such as rope. Students over the year, were given many within class and many immersion activities to build cultural understanding.



Multicultural and anti-racism education

As part of Martindale PS's ongoing promotion of multi-cultural awareness, students from K-6 receive weekly lessons in Japanese culture and language. This LOTE program offers a broad and in depth look into a culture vastly different to our own building on students experiences to observe and respect differences of culture. Our small rural community has limited exposure to the multicultural aspect existing in many Australian communities. Our selection of English texts includes narratives to build empathy and understanding of other cultures and of the refugee crisis. During 2016, both teaching staff in the school undertook the "Ration Week Challenge". Prior and during this challenge we undertook to broaden the experiences of our students once again, by looking at the geographical, political and social challenges and trials of many cultures in the world. We looked at the rations distributed to refugees in camps and what that might feel like. During Harmony week, students undertook mini-research tasks into another cultural group looking at similarities and differences to help build understanding. As our school vision statement states, "We endeavour to develop appreciation and inclusivity of the increasing diversity of cultures, including indigenous Australians, in our larger community." Our citizenship education models the rights of all, irrespective of race, age or sex.