

Martindale Public School

Annual Report



2492

Introduction

The Annual Report for **2017** is provided to the community of **Martindale 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.

Sharon Rivers

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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. Students enjoy the small 'family' environment offered at our school.

School enrolment figures have averaged in the mid to 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. The schools Family Occupation and Educational Index (FOEI) rating is 113 which indicates moderate disadvantage.

The teaching staff consists of the Principal and one temporary teacher. There is one part-time administrative staff, and one temporary Student Learning Support Officer (SLSO), and a part-time General Assistant.

Martindale Public School consists of two separate learning spaces, 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, fort with bridge, monkey bars and a separate sandpit. Our chicken 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 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 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.

In the domain of Learning, we concentrated on learning culture and well being. As evidenced in our progressions, students have been developing and building their capacity to set their own learning goals and develop skills in understanding learning tasks. Staff work collaboratively to continually assist the progress of all students in their learning. Positive, respectful relationships are evident amongst students and staff, promoting well being and ensuring

supported student learning. Students are developing key personality strengths to improve their coping and resilience skills applicable across all learning areas and life itself.

Our major focus in the domain of Teaching has continued to be collaborative practice and professional standards. This has ensured improved use of technology for learning with all teaching staff completing a two day STEM professional development course to build capacity and confidence for regular incorporation. The importance of data analysis to inform decision making, the growing of teaching practice through the continued use of a 5 weekly data collection cycle, reflections and feedback, and the continued development of expertise in vital literacy and numeracy programs such as L3 (Language, Literacy and Learning) and TEN (Targeted Early Numeracy) all highlight a teaching culture that is moving student learning to a new level.

In the domain of Leading, our priorities have been to support a beginning teacher through to accreditation with successful and diligent mentoring and participation in a teacher accreditation review panel throughout the year ensuring solid understandings of the teaching credentials by both the lead teacher and beginning teacher. Professional Development Plans were reviewed and supported with appropriate training to support both PDP's and the school plan. With a view to improving our approach to whole school and community wellbeing, the Principal undertook a Certificate in Positive Education through Melbourne University provided by a local charity group. Staff also took part in a Wellbeing summit to improve collective understanding. Our aim is to become a school that is excelling in supporting the wellbeing of students so they can connect, succeed, thrive and learn in our setting.

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/sef-evidence-guide>

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 becoming more engaged and confident to problem solve and seek solutions to problems given in learning. They are developing skills to assist students around them in leadership capacities. Students are making required gains in learning expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students are able to identify their own learning needs as 21st century learners as evidenced in student goal setting across broader fields.		Students collaboratively set goals across learning areas.
Majority of students at stage appropriate level as evidenced in PLAN data.	\$650 Ipad	Evidenced by consistency of judgement of work sample placements. Collaboration of gradings for writing tasks across schools to achieve more consistent placement.
Children willingly accept and look for leadership roles and opportunities within the school and community.		Primary students consistently eager to participate in all leadership opportunities within the school. Senior students willing to take on leadership activities and representation in our broader community.

Next Steps

What are the next steps required for 2018?

- Map goal setting progressions across year to allow students to witness own growth, proforma developed to assist in this.
- All staff to become competent at mapping learning onto learning progressions.
- Seek out Youth Leadership activities available to school captains and or other seniors with other Upper Hunter schools.



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

In 2017, Martindale Public School teaching staff continued to seek professional learning to improve teacher quality and improve student connectedness to learning by incorporating engaging lessons through increasing knowledge and competence in technologies and STEM.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Funding previously provided through pilot university program.	Teachers continue to reflect on their teaching practice according to the Quality Teaching Framework. Areas of focus for improvement identified for future strengthening.
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	Department supported training in STEM. Additionally, new iPad and laptops provide through ET4L roll out as well as \$1000 in robotic devices	Both teaching staff attend STEM training in Sydney to become more proficient at utilising STEM problem solving activities on a regular basis. Classroom "Make It" station developed for extension work suitable for all students as time permits. Weekly technology classes K-6 incorporating coding and robotics. Community participation including our local Mayor to showcase our school's initiatives and progress. Our school receives a Robotics Award at the Muswellbrook Education Week Awards Ceremony.
Staff further trained in application of data use and planned programming reflecting the ongoing needs of each individual student.	Funds linked to EAfS training provisions.	All teaching staff received preliminary training in applying collected data to the new learning progressions. Learning outcomes directing future learning tasks.

Next Steps

In 2018, we will;

- continue to build knowledge and personal application of the Quality Teaching Framework
- continue to seek professional development and peer support in STEM with a comprehensive scope and sequence to be developed to monitor and guide further progress and skill acquisition of students.
- consolidate use of new learning progressions to track student progress in key learning areas of literacy and numeracy and identify point of future learning needs



Strategic Direction 3

Cohesive learning community

Purpose

Students will become the most successful learners where all stake holders 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

Our community has become increasingly committed to their student's success in education and the majority of families participate in all school based events for the community. Although parents had indicated a desire to become involved in a school based parent bookclub, the realities of time commitment have not allowed this so far.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
30 % of community members playing an active role in the participative decision making and actively involved in the key areas of school life.		On an average, 50% of families regularly attended P&C meetings with almost all consistently involved in any school arranged activity.
Education is a valued commodity by all as evident in high levels of student attendance and high participation rates at school coordinated community activities.	\$400	Attendance rates in 2017 not only continued to be above the State average but also exceeded the previous three year school average. A leaving Year 6 student was presented with a special attendance medallion for exemplary Primary school attendance, missing only 4 days in 7 years!! Families are keen for their students to excel in their education and by term 4, all students were returning their completed homework weekly. Education is valued.
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'.		<p>Our new school brochure was well received by our families as a fantastic promotion of our school. All families are on alert to 'notice' new families to our rural area in order to connect them to our school. All families are keen to help promote and keep our future student population healthy.</p> <p>Our 'Bookclub' failed in 2017 due to small parent numbers who each continually had conflicting dates for various sports etc.</p>

Next Steps

Our next steps in 2018 are;

- to continue to seek participation in P&C meetings, fundraising activities and parent learning opportunities.
- reward attendance excellence so that families continue to strive for attendance of excellence
- seek community views on desired adult learning and strive to revive the idea of a bookclub again or another field if a common desire is revealed.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2079	<p>Targeted supports, accommodations, differentiated teaching and learning and tailored interventions were identified and implemented where necessary.</p> <p>Extra curricula provided to promote achievement, confidence and base maths skills.</p> <p>Identifying students made progress of excellence across the literacy and numeracy continuums.</p>
Low level adjustment for disability	\$1196	<p>Student Learning Support Officer (SLSO) employed for intermittent sessions and assisting with transition programs to allow continued support of student in new environments.</p>
Socio-economic background	\$19687	<p>Funding was utilised to partially employ a classroom teacher, to maximise the learning of all students in our small school across all curriculum areas.</p>
Support for beginning teachers	\$10485	<p>Teachers new to the profession were provided with mentor support, additional release time, time to collaborate and network with colleagues, pertinent training and coaching to complete teacher accreditation application successfully.</p>
EAFS	\$20462	<p>Early Action for Success provided funds to our school to support the partial funding of an Instructional Leader at our school one day per week. The Instructional Leader was then utilised to support the classroom teacher in the provision of quality instruction to allow students in K-2 to achieve literacy and numeracy target goals. This was achieved apart from one student who had had prior health conditions that interrupted their learning.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	12	7	5	8
Girls	11	9	10	9

Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.2	100	97.3	98.5
1	97.8	99.1	100	100
2	95.7	96.5	98.7	95.6
3	98.1	97.8	100	99.1
4	94.9	97.3	97.3	93.5
5	92.9	94.8	94	98.3
6	98.9	95.6	94.6	98.7
All Years	96.6	96.9	96.3	98.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Martindale PS attendance continues to be well above the State average with 2017 showing an increase over previous years average, and is indicative of the commitment to education by the families as well as the engagement of students with their school work.

School information and induction programs and newsletters clearly inform parents and caregivers of the expectations for attendance at school, as set out in the NSW Department of Education and school policies. The school employs procedures for monitoring and recording attendance in line with NSW DEC policy, and works closely with families to manage planned and unforeseen absences. Attendance is monitored daily by class teachers the Principal and the

Home School Liason Officer(HSLO). School processes ensure unexplained absences and partial absences are promptly followed up through direct contact and written reminders. Families are reminded that planned leave needs to be in consultation with the Principal.

If non-attendance did at any point become a concern, the HSLO would be contacted.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

During 2017, one staff member identified as Aboriginal. All staff members exhibit open acceptance of other employees, students, families and visitors to our school and pride ourselves on being inclusive while making significant contributions to all students.

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	0

Professional learning and teacher accreditation

Significant professional learning was promoted and attended by all staff members in line with the school plan and Personal Development Plans. Funding of key initiatives such as Early Action For Success (EAFS), once again directed some aspects of professional learning with both classroom teacher and Instructional Leader attending L31 training during 2017. Additionally staff trained in L3K OPL, IL training days, EAFS professional development days in literacy and numeracy, learning progressions, mandatory training in child protection, CPR, e-care, First Aid, Road Safety, finance training, extensive training in LMBR, online NAPLAN training, participatin in teacher accreditation review panel, STEM training, Masterclass in Art of Leadership and a Certificate in Positive Education through Melbourne University.

Our temporary beginning classroom teacher successfully gained her accreditation at end of 2017.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	57,049
Global funds	58,857
Tied funds	43,885
School & community sources	7,216
Interest	838
Trust receipts	2,416
Canteen	0
Total Receipts	113,212
Payments	
Teaching & learning	
Key Learning Areas	3,431
Excursions	3,341
Extracurricular dissections	3,453
Library	994
Training & Development	810
Tied Funds Payments	44,900
Short Term Relief	0
Administration & Office	27,691
Canteen Payments	0
Utilities	6,657
Maintenance	7,342
Trust Payments	4,557
Capital Programs	0
Total Payments	103,174
Balance carried forward	67,087

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	71,293
Appropriation	67,087
Sale of Goods and Services	0
Grants and Contributions	4,206
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-33,702
Recurrent Expenses	-33,702
Employee Related	-24,158
Operating Expenses	-9,544
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	37,591
Balance Carried Forward	37,591

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	264,504
Base Per Capita	2,292
Base Location	7,577
Other Base	254,634
Equity Total	27,849
Equity Aboriginal	2,079
Equity Socio economic	13,221
Equity Language	0
Equity Disability	12,549
Targeted Total	0
Other Total	53,019
Grand Total	345,372

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.

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.

In 2017, 2 students in Year 3 and 2 students in Year 5 participated in NAPLAN testing. Due to the small candidature, NAPLAN results for 2017 cannot be published or analysed without risk of identifying students. All parents of students participating in NAPLAN, receive detailed reports on their students performance across all areas of testing. Results are analysed by staff to determine individual student requirements for their learning plans.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.



Parent/caregiver, student, teacher satisfaction

Martindale Public School sought the opinion of students and teachers of our school and our parents and community in a variety of ways. This included student feedback responses, staff meetings, community events, focus groups and P&C Meetings. The responses are positive about our school and students access to quality education.

All adult groups believe student wellbeing is a priority to underscore all that we do in our teaching and learning capacity. Students were less clear on this so we will look to build their knowledge of what wellbeing actually is. Our school is very well resourced and supported by our small, active P&C. Students, teachers and parents enjoyed all stake holders being actively involved with

aspects of student learning. These moments were felt to build community knowledge of our school strengths and capacities. Problem solving skills and incorporation of technology throughout our learning sequences are seen as beneficial and staff will look for methods to incorporate this further. All stake holders are keen supporters of our extra curricula activities especially our excursions which are financially supported to a great extent by our P&C and our SRC. Students are encouraged to be self motivated learners who strive to do their best quality work whilst being courteous to others.

Staff feel particularly supported to complete professional learning that aligns with their PDP and the school plan and which has direct impact on students improved learning in a safe environment.

Policy requirements

Aboriginal education

Martindale Public School has the same high expectation of learning and achievement of all students and incorporates Aboriginal and Torres Strait Islander perspectives into the teaching and learning programs across the curriculum. There is positive recognition of Aboriginal culture through our programs and recognition of our nation's indigenous history.

Our literacy resources are annually updated with newly available indigenous stories to build understanding of Aboriginal culture, history and how life has changed. Our learning incorporates Aboriginal arts and crafts and the 'reading' of nature. All students participate in activities to build cultural understandings during Harmony Day, Reconciliation week, NAIDOC week and Sorry Day.

Aboriginal students are supported to reach their full potential with personalised learning and intervention programs where required.

Our assemblies always include an acknowledgement of country given by an attending Aboriginal student if possible with 2017 seeing our school with an Aboriginal vice-captain who also had his artwork of Uluru chosen for an exhibition in Japan.

Multicultural and anti-racism education

The school has a trained ARCO officer and at all times our teaching and learning programs are inclusive of all others. Our programs foster students understandings of culture, cultural diversity, racism and being active citizens. Our teaching and learning programs have maintained strategies to encourage students to look at cultures beyond their own and develop understandings of cultural, linguistic and religious differences in others. As part of Harmony week in 2017, students undertook a cultural study of a self chosen country to present to the rest of the class.

As part of Martindale Public Schools ongoing promotion of multi-cultural awareness, students from K-6 receive

weekly lessons in Japanese culture and language. This LOTE program develops an indepth look into a culture vastly different from our own building in respect and understanding for cultures different to our own students experiences. As our small rural community has no within school exposure to other cultures, we see it as a priority to build understandings. Our selection of English texts, in line with curriculum requirements, always includes narratives to build empathy and understandings of other cultures, particularly Asian, and the refugee crisis.