

Martindale Public School

Annual Report



2018



2492

Introduction

The Annual Report for **2018** 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.

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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.

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 majority of our families are currently complete units. The schools Family Occupation and Educational Index (FOEI) rating is 113 which indicates an element of disadvantage.

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

Martindale Public School consists of two separate learning spaces, a combined library, administrative area and principals office, as well as a staffroom/kitchen area. Our technology learning program is well equipped with iPads and robotics. 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 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.

In the domain of Learning, our school is strongly delivering across the aspects of Learning including our wellbeing, curriculum and student performance measures. We are participating in the development of knowledge and skills in Visible Wellbeing and introducing skills to students to make them self reflective, resilient and personal problem solvers. Our goal is to progress our wellbeing impact in the next year and ongoing, providing students with life long skills. Our school has a learning culture, which is sustaining and growing with strong community commitment to high expectations in students progressing in their learning. This is also evidenced with an attendance rate that is excelling. Transition programs and support for students who maybe at risk for continuity of learning is sustaining and growing.

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 two teaching staff completing a 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 programs such as L3 (Language, Literacy and Learning) and the capacity building of our part time Instructional Leader, all highlight a teaching culture that is moving student learning to a new level.

In the domain of Leading, our management practices and processes and allocation of resources has been sustaining and growing. Administrative processes have been streamlined and new systems implemented which in turn allow us to have better delivery of the needs of our community. Our resources are manipulated and adjusted to provide the maximum benefit to students learning in their learning space. This leads to student, teacher and parent satisfaction. Our school is developing improved strategies to implement improvement that consolidates the goals of our school plan with priorities to support new beginning teachers with a diligent mentoring program. Professional Development Plans were reviewed and supported with appropriate training to support both PDP's and the school plan.

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, Positive, Self Motivated Learners

Purpose

To develop a whole school environment where the well-being of students, staff and community allows learners to become successful

co-operative learners, who are deeply engaged, self motivated and taking responsibility for ongoing learning.

Overall summary of progress

Students are becoming active learners eager to improve. They are becoming aware of where they are at in their learning and that there is a progression to move along. Participation in STEM activities has allowed them to work collaboratively to solve problems and develop leadership skills. A small schools public speaking competition in 2018 has helped to develop confidence and Stage 3 students took part in a leadership summit hosted by High school students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All K/1/2 students will demonstrate growth in the literacy and numeracy progressions with majority reaching EAfS grade targets or higher. The majority of students including indigenous students, will reach national benchmarks in Yr 3 NAPLAN with growth shown in their Year 5 NAPLAN. All students K–6 will show incremental growth on a matrix of learning skills across KLA's.	\$27 000 Instructional Leader to promote literacy and numeracy skills. (\$20 462 funded through Early Action for Success)	Students under teacher direction, set new learning goals every 5 wks. EAfS data collection showing new levels

Next Steps

What are the next steps required for 2019?

- Further develop goal setting skills ~ acknowledgement of achievement to increase motivation
- Develop consistency of progression mapping across school enhanced by formal and informal assessment
- Continue to seek out leadership activities
- Set up rotational school council groups where students develop responsibilities in key areas of the school
- Take civics and citizenship into the local community by developing links with local services for aged people



Strategic Direction 2

Innovative, Inspired Teachers and Leaders

Purpose

Strong foundations in curriculum, assessment and evaluation through quality teaching with an emphasis on literacy and numeracy skills across all learning areas, our leaders of learning will build safe supported environments where students feel empowered in their own learning.

Overall summary of progress

Teaching staff remain dedicated and committed to the improvement of teacher effectiveness at Martindale PS. Teachers themselves engage in a number of ranging professional development opportunities in literacy, numeracy and STEM as well as all mandatory training. Teachers to continue to develop skills to conduct problem solving activities through coding, robotics and other stem activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All staff will set explicit professional learning goals linked to the professional teaching standards.</p> <p>Teaching staff will achieve goals each year as measured against the Professional Development framework.</p> <p>All teaching staff will develop a matrix of learning developments to augment the literacy and numeracy progressions and monitor growth at 5 wkly intervals to match the requirements of EAfS data submissions across key KLA's.</p> <p>Teaching staff will use data and observations to produce high quality, engaging teaching and learning programs.</p>	<p>\$3 961 PD</p>	<p>Professional learning goals set by all staff with teaching staff goals linked to the teaching standards.</p> <p>K/1/2 data collected every 5 weeks to monitor achievement levels and growth in literacy and numeracy.</p> <p>Sequenced STEM activities to foster engagement in learning.</p> <p>Learning caters to needs of individual students.</p>

Next Steps

In 2019, we will;

- continue to build knowledge and personal application of the quality Teaching Framework for existing and new temporary staff engaged
- Attend professional development in L3, STEM, any syllabus training in our area and build network with fellow beginning teachers
- continue to map student progress on the learning progressions in PLAN
- continue to revise scope and sequence of KLA's to develop best practise



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$2 427.61) 	Small learning groups to support literacy and numeracy development with ongoing success.
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$2 539.27) 	Small groups allow for targeted identification and support of students at risk
Quality Teaching, Successful Students (QTSS)	Teaching Principal/ Instructional Leader <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$572.50) 	Guidance offered and temp staff feeling supported in their role.
Socio-economic background	Temp teacher <ul style="list-style-type: none"> • Socio-economic background (\$1 301.38) 	Students feel supported and secure in their learning group with teacher time for them.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	7	5	8	6
Girls	9	10	9	9

Student attendance profile

School				
Year	2015	2016	2017	2018
K	100	97.3	98.5	96.3
1	99.1	100	100	97.4
2	96.5	98.7	95.6	98.4
3	97.8	100	99.1	95.3
4	97.3	97.3	93.5	97
5	94.8	94	98.3	92.6
6	95.6	94.6	98.7	97.2
All Years	96.9	96.3	98.2	96.7
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Martindale PS attendance continues to be well above the State 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 as well as 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 reviewed regularly by the Home School Liaison 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 of concern the HSLO would be contacted to provide support.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

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

During 2018, one staff member employed for part of the year, 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 (IL) attending L31 OPL training during term 1, 2018. New staff additionally attended L3K training from commencement of duties at Martindale PS in term 2. 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, STEM

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	37,591
Revenue	360,049
Appropriation	345,579
Sale of Goods and Services	0
Grants and Contributions	14,090
Gain and Loss	0
Other Revenue	0
Investment Income	380
Expenses	-390,569
Recurrent Expenses	-390,569
Employee Related	-346,726
Operating Expenses	-43,843
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-30,519
Balance Carried Forward	7,072

2018 was the first year in the new SAP financial system. This necessitated all untied funds being rolled into one allocation. Relevant staff undertook finance training throughout 2018 to learn functions in the new system.

Our school's financial management processes were reviewed and accepted by a departmental auditor in December 2018.

The majority of funds at Martindale PS are spent on staffing. Funds were expended as planned and expected.

Community and P&C donations are received and used towards funding books, excursions and other student specific activities.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	278,837
Base Per Capita	3,287
Base Location	7,941
Other Base	267,608
Equity Total	26,078
Equity Aboriginal	7,898
Equity Socio economic	5,604
Equity Language	0
Equity Disability	12,575
Targeted Total	0
Other Total	34,892
Grand Total	339,806

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, 1 student in Year 5 and 2 students in Year 3, completed the NAPLAN literacy tests. Due to the small candidature and as per protocol, NAPLAN results for 2018 are not available for 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 if any additional learning support is required in any student learning plan.

In 2018, 1 student in Year 5 and 2 students in Year 3, completed the NAPLAN numeracy test. Due to the small candidature and as per protocol, NAPLAN results for 2018 are not available for 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 if any additional learning support is required in any student learning plan.

In line with the Premier's Priorities: Improving education results, Martindale PS collects and reviews data for Kindergarten to Year 2 in Literacy and Numeracy. This data is collated on a State basis as part of the Early Action for Success program to provide continual monitoring of student performance and strengthen teaching targets for teachers.

State Priorities: Better services–Improving Aboriginal education outcomes, Martindale PS has too small a cohort to report on, as outlined in previous NAPLAN comments. This is to protect student privacy. All students are encouraged to perform to their best ability at all times.



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.



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 2018, 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 in depth 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 the curriculum requirements, always includes narratives to build empathy and understandings of other cultures, particularly, Asian, and the refugee crisis.

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 2018 seeing our school with an Aboriginal school captain who had high achievements across many domains constantly showing great leadership capacity. Our excursion to Sydney focused on life before white settlement as well as the arrival of the First Fleet and what changes that caused for the local peoples and the environment.

