

2021 Annual Report

Martindale Public School



2492

Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Martindale Public School

670 Martindale Rd

Martindale, 2328

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

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

6547 3502

School vision

At Martindale Public School, we strive for excellence in an inclusive and supported environment where every student maximises their potential through high expectations and rich learning experiences. We provide contemporary and future focused learning to provide success for all our students with a commitment to using data informed practices to underpin individualised teaching and learning. Of paramount importance to us is the continuation of strong relationships with our community, where we work actively together to ensure their wellbeing and success, allowing our students to thrive in all future challenges.

School context

Martindale Public School, with a current enrolment of 11 students, is a rural school located in the Upper Hunter area, 32 kilometres from our nearest regional centre, although only 12km from our nearest small town. Established in 1924, our students are drawn from the Bureen and Martindale valleys with Martindale nestled in the foothills of the Wollemi National Park. School numbers have remained in the mid to high teens over the last decade with an average enrolment of 18.7. Our numbers are reduced this year, although we have always recovered our numbers in the past. Our Aboriginal student population was sitting at 32% for the two previous years and is currently at 18%. Our FOEI over the last six years has averaged at 115, currently being at 135 indicating a degree of disadvantage. We are proudly on Wonnarua lands, and authentically foster understanding of traditions and customs within our school culture.

Our students join with other local small schools for facilitated opportunities in inter-school sport, debating, excursions and CAPA activities. This allows for development of peer relationships in other schools and for staff to also engage collaboratively with other small school colleagues to develop future focused Professional Learning based on identified needs.

Through engaging with our situational analysis, we have identified that K-3 Value Add is greater than 3-5. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. This reflective practice will involve a deeper use of data to inform all processes and practices across the school and aim to improve the Value Add in the Yr 3-5 group as well as the K-3 group. By embedding high impact strategies identified in the Centre for Education Statistics and Evaluation (CESE) What Works Best in practice (WWB) document, we will continue to build on our academic foundation.

Collection and analysis of internal and external data, will guide the implementation and use of high impact teaching strategies allowing opportunities to improve teacher practice and ensure students achieve expected growth and attainment, specifically in the areas of Reading and Numeracy. This will be achieved through highly effective self-directed learning opportunities for all students, focused teaching and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. Teaching sprints will be a focused strategy to achieve movement in students growth in Reading and Numeracy with collaboration of achievements across three small schools.

Our commitment is to keep our strong relationship with our community and develop it further through ongoing connections to student learning. Nurturing the wellbeing of our students and having them learn in a safe environment where each student is deeply known, valued and cared for is of high importance to our families and will support improved attendance.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes for every student in reading and numeracy by increasing the number of students reaching or exceeding expected growth. Effective assessment and data analysis will be used to understand the learning needs of individual students and inform differentiated teaching for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Use of data to inform practice
- Differentiation
- Assessment

Resources allocated to this strategic direction

Early Action for Success (EaFS): \$29,379.69
QTSS release: \$3,699.89
Per capita: \$2,341.89
Low level adjustment for disability: \$12,735.12
School support allocation (principal support): \$13,604.80
Aboriginal background: \$8,409.00
Socio-economic background: \$8,588.03
Literacy and numeracy: \$1,698.57
Professional learning: \$2,000.00
Location: \$4,000.00

Summary of progress

Our focus for 2021 was on providing differentiated learning groups and using data to reflect on student practice and guide forward learning.

This involved employing an additional staff member to provide small cohort differentiated learning groups and using data from Plan2 to establish overall general focus for Teaching Sprints.

As a result, teachers used data analysis to focus on specific learning areas. Staff collaboration, coaching and mentoring supported the enhancement of directing student learning tasks and setting student learning goals. Student learning outcomes were monitored using 5 weekly reviews of progress, mapping onto Plan2 and analysis for progress on achievement.

Next year our focus will be to continue differentiated learning groups and continuing use of data which will support further improvement towards improving the literacy and numeracy outcomes of all our students.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Top 2 Bands NAPLAN- Reading Uplift in the percentage of students achieving in the top 2 bands in reading, trending towards the lower bound target for the Upper Hunter Small Schools Network.	Due to the size of the cohort detailed reporting against this progress measure is not available. <ul style="list-style-type: none">• The school has increased the percentage of students achieving expected growth in reading by 5%. Individual student progress is reported directly to parents and carers throughout the year.• The school has increased the percentage of students achieving expected growth in numeracy by 14%. Individual student progress is reported directly to parents and carers throughout the year.
Top 2 Bands NAPLAN- Numeracy Uplift in the percentage of students	

<p>achieving in the top 2 bands in numeracy, trending towards the lower bound target for the Upper Hunter Small Schools Network.</p>	
<p>Progressions- Reading</p> <p>K-2</p> <p>Phonological awareness - PHA2 (ES1), PHA4 (S1) Phonic Knowledge - PKW3 (ES1), PKW5 (S1) Understanding text - UnT3(ES1), UnT5/6 (S1)</p> <p>3-6</p> <p>Fluency- FIY5 (S2) Understanding text - UnT7 (S2), UnT8/9 (S3)</p> <p>Progressions- Numeracy</p> <p>K-2</p> <p>Quantifying Numbers - QuN3/4 (ES1), QuN6 (S1), Additive strategies - AdS1 (ES1), AdS2/3 (S1)</p> <p>3-6</p> <p>Quantifying Numbers - QuN8/9 (S2), QuN11 (S3) Additive strategies - AdS5/6 (S2), AdS7/8 (S3)</p>	<p>Reading</p> <ul style="list-style-type: none"> • Review of student progress against the learning progressions indicates 100% of students K-2 have achieved or exceeded learning goals in reading. • Review of student progress against the learning progressions indicates 87% of students 3-6 have achieved or exceeded learning goals in reading. <p>Numeracy</p> <ul style="list-style-type: none"> • Review of student progress against the learning progressions indicates 100% of students K-6 have achieved or exceeded learning goals in numeracy.
<p>Value-Added is maintained at Delivering for K-3 and is trending towards Sustaining and Growing in 3-5.</p>	<p>Value-Added data K-3 is not available for 2021 due to changes to the Best Start Kindergarten assessment in 2018.</p> <p>Value-Added data 3-5 is at delivering, demonstrating moving towards the targeted improvement measure.</p>
<p><i>Measured against SEF-SASS</i></p> <p>Achieving <i>Sustaining and growing</i> in Assessment - Summative assessment.</p> <p>Achieving <i>Delivering</i> in Reporting - Whole school reporting.</p> <p>Achieving <i>Delivering</i> in Data skills and use - Data analysis</p>	<p>In the area of Assessment our school has reviewed itself as maintaining at Sustaining and Growing. In the area of whole school reporting we have moved forward from Delivering to Sustaining and Growing. In the area of Data analysis we have moved from Delivering to Sustaining and Growing.</p>



Annual bike-a-thon

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement through rich and engaging learning opportunities.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing and Engagement

Resources allocated to this strategic direction

Per capita: \$2,341.92

Location: \$4,541.70

Professional learning: \$2,385.57

Low level adjustment for disability: \$1,000.00

Socio-economic background: \$1,800.00

Summary of progress

Our focus for 2021 was on supporting and nurturing both students and families as we faced another year of unprecedented events.

This involved upgrading portable devices for Home Learning, collaborating with students to devise a fortnightly plan of activities that provided joyful moments to look forward to.

As a result all students and staff felt supported in their Wellbeing. Data analysis undertaken by teachers showed students had continued to grow in both literacy and numeracy outcomes.

Next year our focus will be using the Wellbeing Framework self assessment tool to inform practice and allow for further embedding of positive practices that support students and staff.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to be above the system-negotiated target baseline of 86.76%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 14%. This has been impacted heavily due to the COVID-19 pandemic health requirements.
Expectations of learning and behaviour are co-developed with all students, staff and community and monitored through explicit learning, behaviour and attendance plans.	<ul style="list-style-type: none">• 100% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating abilities to express feelings, identify avenues of support and engage in activities that promote mindfulness and collaborative positive behaviour goals.



Transition fun

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$29,897.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Martindale Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • funding journalled to Muswellbrook PS to sit with student. <p>The allocation of this funding has resulted in: funds allocated to student being accessible by his current school to support him.</p> <p>After evaluation, the next steps to support our students with this funding will be: ensure funding has been journalled to correct school in a timely manner for access to support student.</p>
<p>Socio-economic background</p> <p>\$10,388.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Martindale Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of temporary staff member to facilitate differentiated learning groups in literacy and numeracy. <p>The allocation of this funding has resulted in: Focused ability groups receiving targeted instruction All students equally supported Data analysis showing whole school shift in additive strategies Data analysis showing greater than 80% students reading above Benchmark levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: upon review of data and in consultation with community, the focus for differentiated learning groups, to support growth in literacy and numeracy will be continued.</p>
<p>Aboriginal background</p> <p>\$10,654.54</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Martindale 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$10,654.54</p>	<p>include:</p> <ul style="list-style-type: none"> • all Aboriginal students supported to participate in private music lessons • engagement of temporary staff member to facilitate differentiated learning groups in literacy and numeracy. <p>The allocation of this funding has resulted in: Students fully engaged with personal learning goals and happy and eager to improve Staff are committed to quality teaching processes to achieve targeted progress in students learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to engage an Indigenous School Learning and Support Officer to strengthen cultural connection through learning local language and culture to continue focused support of literacy and numeracy build self worth through supported music tuition.</p>
<p>Low level adjustment for disability</p> <p>\$13,735.12</p>	<p>Low level adjustment for disability equity loading provides support for students at Martindale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engagement of temporary staff member to facilitate differentiated learning groups in literacy and numeracy. <p>The allocation of this funding has resulted in: Focused ability groups receiving targeted instruction All students equally supported Data analysis showing whole school shift in additive strategies Data analysis showing greater than 80% students reading above Benchmark levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: upon review of data, the focus for differentiated learning groups, to support growth in literacy and numeracy for students requiring learning adjustments will be continued.</p>
<p>Location</p> <p>\$8,541.70</p>	<p>The location funding allocation is provided to Martindale Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Engagement of temporary staff member to facilitate differentiated learning groups in literacy and numeracy. <p>The allocation of this funding has resulted in: Focused ability groups receiving targeted instruction All students equally supported Data analysis showing whole school shift in additive strategies Data analysis showing greater than 80% students reading above Benchmark levels.</p>

<p>Location</p> <p>\$8,541.70</p>	<p>After evaluation, the next steps to support our students with this funding will be: upon review of data, the focus for differentiated learning groups, to support growth in literacy and numeracy will be continued.</p>
<p>Literacy and numeracy</p> <p>\$1,698.57</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Martindale Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Supported teacher release to allow for collation and review of data. <p>The allocation of this funding has resulted in: Classroom teacher to effectively be able to collect and review data across learning groups in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support staff to have quality time to review and analyse data and reflect on strategies for where to next.</p>
<p>Early Action for Success (EAfS)</p> <p>\$29,379.69</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Martindale Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to lead analysis of data and professional learning, including the use of learning sprints • employment of Instructional Leader to support literacy and numeracy programs. <p>The allocation of this funding has resulted in: whole school improvement in targeted areas of learning sprints and development of improved teaching practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: formative assessment will be prioritised across the school, focusing on immediate feedback. Future professional learning will be identified based on improving literacy and numeracy skills.</p>
<p>QTSS release</p> <p>\$3,699.89</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Martindale Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in:</p>

<p>QTSS release</p> <p>\$3,699.89</p>	<p>improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to provide this support for new teaching cohorts so that continuing teaching strategies in our school are focused on the improvement of literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$14,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition for identified students who were not meeting targets in literacy or numeracy • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in: the majority of the students in the program achieving progress towards their personal learning goals 100% of targeted students made significant progress with additive strategies 100% of targeted students are using phonological awareness to assist in reading strategies and have made progress with their reading Benchmark levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>



Proud Year 6

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	6	6	7	1
Girls	9	11	12	10

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.3	88.5	97.9	
1	97.4	93.5	82	100
2	98.4	96.4	90.4	87.5
3	95.3	96.9	93.6	86.4
4	97	89.3	97.9	100
5	92.6	98.8	92.9	93.8
6	97.2	91.8	94.1	84
All Years	96.7	93.7	92.6	91.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 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 has 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.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



Olympic fever

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



PE activities

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	55,240
Revenue	438,765
Appropriation	418,673
Grants and contributions	20,069
Investment income	24
Expenses	-467,377
Employee related	-389,202
Operating expenses	-78,175
Surplus / deficit for the year	-28,612
Closing Balance	26,629

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.



Careers Day

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 SBAR Adjustments (\$)
Targeted Total	29,897
Equity Total	34,778
Equity - Aboriginal	10,655
Equity - Socio-economic	10,388
Equity - Language	0
Equity - Disability	13,735
Base Total	316,108
Base - Per Capita	4,684
Base - Location	8,542
Base - Other	302,883
Other Total	53,734
Grand Total	434,517

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

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. Go to myschool.edu.au to access the school data.



Pirate Day fun!

Parent/caregiver, student, teacher satisfaction

During 2021 at Martindale PS, students felt a high degree of support for their mental wellbeing through at school and online yoga programs and mindfulness activities. Fortnightly focused fun activities such as pet day, heritage food fair, careers day, disco, mini Olympics, talent quests and Ninja warriors courses. This gave everyone events to look forward to and gave students things to plan. Students also felt that their learning was supported through the provision of mobile devices during Home Learning and that teachers were always available via email or phone call to help with their work. They loved the opportunity to attend a special excursion to Aussie Ark to reinforce their environmental education learning.

Staff at Martindale PS in 2021 felt supported in their roles as positive mentors of their students. Online professional learning was sought to support focused areas of literacy and numeracy. Collaboration with staff across other small school via Zoom meetings helped lessen the impact of isolation. All staff felt supported in their personal PDP goals, including the temporary teacher achieving her teaching accreditation.

Parents felt supported with the education of their children that was required during Home Learning. They appreciated the provision of both paper learning packs as well as mobile devices to participate in online learning tasks. All families participated in Home Learning successfully and offered support to their students as they were able to, once students were on site. Most families were able to join in Zoom meetings and also watch live assemblies so that they felt included in the continuing progress of their students and the school. Supply packs containing some essentials such as toilet paper were thought to be most helpful.



Aussie Ark Environmental Education Excursion



Meditation practice during yoga class

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.



Weekly STEM challenges